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ABSTRACT

A literacy/basic skills training project, revised to allow for the realities of the economic recession in New England, successfully trained 590 employees and 364 unemployed men and women. Revised positive outcomes included employment in companies outside the eight original companies in the project, enrollment in higher-level education and skills training programs to enhance employability, and one grade level advance in either mathematics or reading. Training was conducted on site and in a training center. Five 12-week training cycles at the center produced successful outcomes for 78 percent of the unemployed graduates. Of those who dropped out of the program before completion, almost half left for a job or for training. Onsite training at the eight businesses had a 99 percent success rate. One of the project's most significant outcomes was expansion of collaborative relationships among state, community, and voluntary agencies. (Project documents, including evaluation forms, publicity articles and brochures, and case management follow-up forms, are included in the report.) (KC)

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ED344993

PERFORMANCE REPORT

GREATER HARTFORD ALLIANCE FOR LITERACY

6/1/90 - 3/31/92

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Quarterly / Voluntary

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM
For participants at companies

Part 1: Program Parameters

1. Target No. to be Served: 590
   - 360 current employees
   - 230 potential employees

2. No. Served at Each Site to Date:

Site 1.	30	Site 6.	85
Site 2.	57	Site 7.	47
Site 3.	85	Site 8.	78
Site 4.	432	Site 9.	66
Site 5.	74	Site 10.	

3. Total No. Served: 954
   - 590 current employees
   - 364 potential employees

4. Fed. Funds Obligated: $379,946 (or $627,278 including private and state funds)
5. Matching Funds/ In-Kind: $348,864 (see below)
6. Value Release Time: (list kinds of ") $77,719
7. No. Participating in Programs Offered:
   - Basic Skills 509
   - GED 12 (Note: 8 also enrolled in basic skills)
   - ESL 441
8. Contact Hours Provided: 60,474 hrs.

(Contact Hours are the number of teaching hours that workers receive (1 teaching hour for 1 employee = 1 hr)

Part 2: Participation Data

1. Mean Age Participants: 31
2. Sex: No. Males 313 No. Females 641
3. Race/ Ethnicity: No. who are:

White	194	Am. Indian/ Alaska Native	1
Black	211		
Hispanic	425	Asian/Pacific Islander	123

4. No. Single Head of Household: 250
5. No. Limited English Proficient: 264
6. Outcomes

	No. Participants
a. Tested higher on basic skills	704
b. Improved communication skills	303
c. Increased productivity	192
d. Improved attendance at work	-
e. Increased self-esteem	951

7. Years with the company

	No. Participants
Unemployed	364
0-5	467
6-10	81
11-15	16
16-over	26

*Inkind Contributions

Management Assistance = $36,699
Marketing = $6,438
Equipment (companies)/Furniture = $35,675
Office Space = $7,505
Classroom Space = $40,710
Curriculum Development = $26,106
Case Management = $86,711
Instructional Materials = $9,840
Tutors = $15,695
Fiscal = $6,200
Internal Evaluation = $61,592
Transportation = $100
Instruction/Training = $15,593

FINAL BUDGET SUMMARY
6/1/90 - 3/31/92

	Contract Period to Date Budgetted	Contract Period to Date Actual	Variation
Personnel			
Project Director	$ 65,625	$ 68,750	$ 3,125
Instructors	240,568	238,934	(1,634)
Case Managers	71,853	74,520	2,667
Clerical	26,660	27,993	1,333
Tutors	10,500	8,250	(2,250)
Curriculum	6,727	7,500	773
Total	$ 421,933	$ 425,947	$ 4,014
Fringe			
Project Director	$ 30,844	$ 32,313	$ 1,469
Instructors	29,494	33,675	4,181
Case Managers	25,934	25,069	(865)
Clerical	12,530	13,157	627
Tutors	1,050	825	(225)
Total	$ 99,852	$ 105,039	$ 5,187
Travel	$ 3,000	$ 3,185	$ 185
Supplies			
Instructional Supplies	$ 42,769	$ 36,077	$ (6,692)
Administrative Supplies	14,000	13,957	(43)
Equipment (Literacy)	35,000	32,110	(2,890)

FINAL BUDGET SUMMARY (cont.)

	Contract Period to Date Budgetted	Contract Period to Date Actual	Variation
Equipment (Companies)	0	0	0
Office Space	0	0	0
Classroom Space	883	883	0
Total	$ 92,652	$ 83,027	$ (9,625)
Contractual			
Evaluation	$ 9,000	$ 9,000	$ 0
Other			
Marketing	$ 350	$ 325	$ (25)
Fiscal	0	0	0
Child Care	315	315	0
Transportation (Vans)	0	0	0
Transportation (Bus Passes)	176	440	264
Total	$ 841	$ 1,080	$ 239
GRAND TOTAL	$ 627,278	$ 627,278	$ 0

FINAL NON-FEDERAL IN-KIND BUDGET SUMMARY
6/1/90 - 3/31/92

	Contract Period to Date Budgetted	Contract Period to Date Actual	Variation
Personnel			
Project Director	$ 32,000	$ 36,699	$ 4,669
Instructors	9,000	15,593	6,593
Case Managers	73,125	86,711	13,586
Tutors	17,000	15,695	(1,305)
Curriculum Development	18,000	26,106	8,106
Totals	$ 149,125	$ 180,804	$ 31,649
Supplies			
Instructional Supplies	$ 6,250	$ 9,840	$ 3,590
Equipment (companies)	35,675	35,675	0
Office Space	8,000	7,505	(495)
Classroom Space	24,000	40,710	16,710
Totals	$ 73,925	$ 93,730	$ 19,805
Contractual			
Evaluation	$ 22,500	$ 61,592	$ 39,092
Other			
Marketing	$ 6,750	$ 6,438	$ (312)
Fiscal	6,500	6,200	(300)
Transportation (Bus Passes)	200	100	(100)
Totals	$ 13,450	$ 12,738	$ (712)
Grand Totals:	$ 259,000	$ 348,834	$ 89,834

OVERALL PROGRAM PERFORMANCE

Greater Hartford Alliance for Literacy

As outlined in the grant GHAL proposed to train 590 individuals, 360 of whom were employees of the eight partner corporations, and 230 potential employees (unemployed). Early in the grant period the bottom fell out of New England's economy, resulting in massive layoffs and restructuring in all eight participating companies. It became clear to the GHAL staff and Board of Directors that employees were less available for training on company release time than originally intended: basic skills training simply was not as high a priority, and understaffed supervisors were increasingly reluctant to free up employees for training of any sort, particularly if it meant travelling to the Center for Professional Advancement(CPA) at Greater Hartford Community College. If the number of employees originally targetted for training had become unrealistic, there was a risk that GHAL would not be able to meet its original objective of training 590 individuals.

Furthermore, the grant emphasized the placement of unemployed program graduates in entry-level positions within the eight corporations, and promotions for the current employees. Given the extent of job elimination and downsizing throughout employers in the Greater Hartford area, there was a concern that graduates would be virtually unplaceable for the duration of the grant. Promotions were equally unlikely in the emerging economic climate.

At that point (March 25, 1991) the Project Director wrote to Sarah Newcomb, Area Coordinator for the Office of Vocational and Adult Education, to request the Department's flexibility on the parameters of the grant. Ms. Newcomb authorized an expansion of the definition of positive participant outcomes to include:

-obtaining employment in companies outside the eight GHAL members,

-enrollment in higher level education and skills training programs to enhance employability, and

-one grade level advance in <u>either</u> math or reading.

She also approved GHAL's request to adjust the percentage of employed versus unemployed trainees if necessary to achieve the 590 total figure.

As the grant progressed internal recruitment efforts and word of mouth were used within the companies to "sell" the concept of literacy training. Individual supervisors at several companies slowly began to recognize to need for basic skills training for their employees, despite the hardship release time might cause in their departments. Ultimately 590 employees were trained through the GHAL grant, both on site at the companies and at the CPA. This figure exceeded the proposed number by 230.

In addition 364 unemployed men and women were trained through the grant, 337 (78%) of whom met the criteria listed below as a positive outcome.

OBJECTIVES

GHAL delineated seven program outcomes that were considered a success:

*Advancing one or more grade levels on the TABE or CAPP exam in math and/or reading (note: the Connecticut Department of Education mandates the use of the CAPP assessment system for all state-funded adult education programs)

*Entering employment within a GHAL member corporation or in another company

*Receiving a promotion

*Entering college

*Entering more advanced education or skills training

*Entering on-the-job training

*Receiving a work internship that included skills training

The GHAL program was overwhelmingly successful as measured by these criteria. The overall success rate for individuals served through the GHAL grant was 90%, 15% higher than the 75% estimated in the grant application.

A. Center for Professional Advancement Outcomes

The five twelve-week CPA training cycles recorded between 62% and 86% successful outcomes as measured by the above listed criteria. The average percentage of successful outcomes for CPA training was 78%, three percentage points greater than the 75% estimated in the grant application despite the depressed Connecticut economy. Most CPA graduates moved on to productive endeavors after training. Ninety-seven CPA graduates found employment including ten with GHAL member corporations, 222 advanced one or more grade levels on the TABE or CAPP standardized Employability Competency Skills test, one student received a promotion, fifty-two entered college, 103 entered non-college training, eighteen received internships, and twenty-four entered on-the-job skills training developed through the Connecticut Department of Labor for CPA graduates.

A total of 146 CPA participants dropped out of the program before completion. However, almost half of these (70 students) left the program for a job or for training. Therefore, only those who dropped out or did not achieve one of the above listed success criteria were counted as unsuccessful outcomes. Only 22% of the CPA participants are classified in the unsuccessful outcome category.

B. On-site Training Outcomes

GHAL experienced a 99% success rate with its on-site training component. All but four of the 523 corporate trainees enrolled in on-site GHAL programming advanced in skill levels as measured by customized pre and post-assessment instruments, and by employee, instructor and/or supervisor evaluations and follow up focus groups. Only four of the on-site participants dropped out for reasons other than enrollment in college or a higher level training program before completing the training and obtaining a referral to further training opportunities.

There was a high degree of satisfaction on the part of the companies with GHAL training. Supervisors reported improvement in every area targetted by the classes. Overall they found that employees who completed a GHAL basic skills class volunteered more readily for projects, were more willing to try new tasks,

and improved in problem solving, questioning and research skills. Additional information is detailed at a later point in this report.

The GHAL Evaluation Committee has placed top priority on its efforts to standardize the on-site and off-site evaluation systems if the grant is refunded. The evaluation instruments developed and pilotted at the CPA will be merged with on-site measurement tools to collect more consistent data that will allow for continuous improvement of the curricula and training delivery systems.

ACTUAL ACCOMPLISHMENTS

The Greater Hartford Alliance for Literacy (GHAL) was extremely successful in meeting its objectives as laid out in the original application. GHAL program objectives and project components are listed below with a description of the actual outcomes in each area.

The Greater Hartford Alliance for Literacy (GHAL) developed and pilotted the major structures contained in the approved application, and expanded the scope of work where appropriate throughout the 22-month grant period. Ultimately GHAL trained 954 men and women in workplace-relevant basic skills in a unique, collaborative workplace literacy model.

Goals and Objectives

1. Demonstrate that GHAL members can establish a successful collaborative relationship with state, community and voluntary agencies to provide workplace skills.

   One of GHAL's most significant outcomes was its success in expanding the existing collaborative relationships among state, community and voluntary agencies. Both the State Departments of Labor and Education provided technical assistance and funding to the workplace literacy program. Representatives were active on the Board of Directors and GHAL committees, and were able to leverage additional training resources for program participants.

A mutually beneficial relationship was developed with the City of Hartford Board of Education to access funding and resource exchange between the College and the Board's adult education program. The State Community and Technical College System's Business and Industry Services Network was an active partner, serving on the Board of Directors and multiple committees, and providing a myriad of services including on-site assessment, literacy audits and curriculum design, on-site instruction and technical assistance in the area of basic skills training to companies. There was active community involvement in the project from the onset.

Community contributions ranged from the provision of case management and therapeutic counseling services (Child & Family Services, Inc. through grants from the Connecticut Department of Labor and The United Way of the Capital Region) to participant referrals from other social service agencies and literacy providers. In addition donations came in the area of technical assistance and staff training from the Connecticut Learning Disabilities Association, staff inservice workshops from area residential facilities, and the loan of graduate students from local colleges for specific training and management-related projects. A close working relationship was established with the local JOBS Program and Workfare case managers, as well as the Connecticut Job Service job coaches. Finally Literacy Volunteers of Greater Hartford provided volunteer tutors throughout the GHAL program and trained several peer tutors to work at the CPA. In

return GHAL was able to serve the clients of each of these agencies in a more effective and sensitive manner. GHAL staff provided orientations to the problems of literacy at the workplace to local college volunteers and faculty, and technical assistance and materials to support Literacy Volunteers in its efforts to develop a workplace tutorial component.

2. Demonstrate that workplace literacy at the potential and existing employee level can be carried out concurrently.

The GHAL model proved to be extremely effective in training both employed and unemployed men and women concurrently. Over the 22 month grant period 590 employees from the companies received basic skills training, primarily on site at their companies, and 364 unemployed men and women at GHAL's collaborative training site, the Center for Professional Advancement (CPA) housed at Greater Hartford Community College. Many GHAL program components such as the case management and assessment systems, new curricula and staff training strategies were developed and pilotted at the CPA for application at all GHAL training sites. Likewise elements from the on-site curricula contributed to the development of the CPA curriculum. Information on targetted, competency areas identified through corporate literacy audits and supervisor feedback was incorporated into the CPA courses. If GHAL is refunded, there will be a further integration of these CPA systems with the customized class curricula and evaluation systems utilized on site.

3. Demonstrate that instruction can be tailored to meet specific occupational needs.

The GHAL on-site classes were provided through the Center for Business and Industry Services at Greater Hartford, Tunxis, Manchester and South Central Community Colleges. These Centers have been providing customized training programs to area corporations for over five years, including basic skills instruction. To insure continuity and enable the GHAL member companies to benefit from the knowledge and experience gained over the years, GHAL utilized staffs at the Centers to provide on-site instruction.

GHAL's on-site curriculum was tailored to the competencies required of the employees enrolled in individual on-site class. Prior to the implementation of an on-site program, a detailed needs assessment was conducted.

Managers and supervisors were asked to identify the skill areas they perceived to be critical to the success of their employees, and to describe the contexts in which those skills would be applied on the job. This information was gathered either through focus groups, written questionnaires or oral interviews, or a combination of the three. In three of the companies formal literacy audits were performed by Greater Hartford Community College staff to identify skill areas critical to success on the job. In all participating companies supervisors filled out a

comprehensive survey describing the competencies and behaviors demonstrated by their highest functioning employees in targetted job clusters. All this information was used by the instructor, with assistance from GHAL staff, to structure the on-site class curricula. Employees were pre-tested on the TABE, Acuplacer, or on instructor-designed assessment instruments to determine the specific competencies of each trainee, and to assist staff in making appropriate class placements. Writing samples, reading comprehension exercises and oral interviews were used to identify specific training needs.

In addition, on the opening day of classes, participants were asked to identify the skills they hoped to develop through the class, and to assess their current performance levels in those areas for comparison with a post-training survey.

GHAL on-site training staff customized their classes to the specific industry receiving the training. For example, the exercises, role plays and vocabulary used in the classroom were specific to the banking, insurance or manufacturing industries. The instructors directly related the skills and behaviors taught in the classroom to the workplace. This contributed significantly to the success of the on-site training component.

Staff and instructors, both on site and at the CPA, consistently emphasized what were described as "the new basic skills". These skills, which were increasingly required of hourly employees,

transcended individual companies and job descriptions. They included "learning to learn" skills such as problem-solving, critical thinking and information seeking. They also encompassed workplace interactive skills such as effective communication, customer service, working as a member of a team and sensitivity to diversity. All these skills were integrated into the curriculum at each worksite and at the CPA.

Overall pre and post-testing and participant and supervisor evaluation of the classes indicated a high level of satisfaction with on-site training outcomes. Pre and post-focus groups, audio and video taping, instructor progress evaluations, and supervisor/employee evaluations documented an improvement in all competency categories. Supervisors cited the employees' willingness to undertake new tasks, improved problem-solving and questioning and research skills as a result of GHAL training.

Other indicators pointed to a high level of success as well. Ninety-nine percent of the participating employees successfully completed their courses as measured by a documented increase in performance levels and/or referral to more advanced coursework. Only 1% of the 590 employees enrolled in on-site training did not achieve a benchmark that was defined in the grant as a successful outcome.

At the request of the companies, instructional levels were adjusted to meet the performance levels of the actual employees referred for training. On-site class levels ranged from beginning ESL to advanced business writing. At the CPA targetted levels were raised to reflect the actual hiring needs of the participating companies. Where the application described a population testing below the fifth grade level on the Test of Adult Basic Education (TABE), the GHAL Board of Directors made a decision to raise the level for unemployed participants at the CPA to a fifth to tenth grade level as measured on the TABE or other appropriate basic skills test. Over the life of the grant, as a result of massive layoffs at the participating companies and the resulting stiff competition for job openings, it was concluded that even a tenth grade literacy level may not be an adequate foundation for accessing entry-level jobs in the area. GHAL must reevaluate the training and hiring needs of each member company if is refunded. In the interim, the companies maintain their commitment to train individuals who are functioning at these levels (5-10th grade) with a belief that Connecticut's depressed economy will begin an upturn later this year, and more job openings will become available.

4. Demonstrate a cost savings to companies involved.

While only limited data were collected to document the effect of GHAL basic skills training on the corporate bottom line, there was strong anecdotal evidence that participation in GHAL training

resulted in a cost savings for the partner companies. Supervisor feedback described more interactive, efficient and motivated employees as a result of the training. Individual supervisor feedback documented a decrease in non value-added time and/or wasted resources. If refunded the GHAL Evaluation Committee intends to focus its efforts on collecting these data through a variety of measurements at the participating companies.

The participating companies received services ranging in cash value from $21,250 to $108,186 as a result of their membership (and $15,000 contribution) in GHAL. In addition to that figure each received an extensive array of inkind services from GHAL staff at no additional charge including individualized assessments and development of customized curricula; access and coordination of services from the Colleges' ESL, Math Development and Learning Assistance Center computerized laboratories; assistance with internal marketing projects; technical assistance in preparing supervisors on how to provide feedback and coach individuals participating in GHAL classes; counseling and case management services for participating employees; technical assistance in workplace literacy program design; and resource and referral services.

As members of the GHAL collaborative the partner companies participated in an exchange of information, materials and strategies regarding workplace literacy. Each member company benefitted from broad national and regional publicity that

highlighted their company's efforts in the area of basic skills training; assistance in evaluation techniques and the use of customized evaluation instruments; the opportunity to support a socially relevant and successful training program for unemployed men and women; and access to the most up-to-date research on workplace literacy. Finally, 10 graduates trained at the CPA were hired by the partner companies at a significant cost savings to that company.

5. Increase the awareness of the lack of workforce literacy skills and the ramifications on a local, state and national level.

Through conferences, regional and area meetings and extensive media exposure the GHAL companies widely disseminated their concern about the lack of literacy skills within the private sector, and the consequences of this on American's economy. This was a common theme at Board of Directors, state agency and professional association meetings as well as literacy and employment-related conferences. GHAL members identified this as one of the most significant outcomes of the collaborative, and are continuing to generate a dialogue between the private sector and regional school systems. While this is an ongoing goal, there is no doubt that the awareness of the need for basic skills training to prepare employees for the jobs of the future has increased within area companies.

One of the clearest indicators of the increased awareness regarding basic skills training needs can be seen within the GHAL companies themselves. As a result of the GHAL collaborative several participating corporations introduced basic skills instruction for their employees for the first time. All eight companies have now institutionalized "essential skills" courses, and have incorporated them into a broader training strategy. The majority of the GHAL partners continue to allocate funding beyond the level provided through the GHAL grant to basic skills training in an effort to expand training options and more adequately prepare employees for the increasingly complex demands of their jobs.

6. Create a program which is replicable in other Connecticut and national areas.

GHAL members feel strongly that the GHAL collaborative model works. They are avid supporters of a collaborative approach to corporate training despite the cumbersome and often slow processes collaboration imposes. GHAL members are anxious to disseminate the model, and will continue to provide technical assistance to other evolving workplace literacy collaboratives across the country.

7. Train 590 individuals, 75% (440) of whom successfully complete the training.

The GHAL program trained 954 participants, 62% more than the 590 originally committed in the application. Of these 954, 855 or 90% successfully completed the training as measured by the indicators outlined in the application.

8. Hire a project director, case managers and instructors.

GHAL hired a project director who restructure the original staffing patterns to better accomplish the broad goals of the grant. The project director hired one full-time case manager coordinator and one full-time instructional coordinator to oversee the implementation of the case management, instructional and evaluative project components. These staff hired and/or recruited and supervised part-time instructors, instructional and office aides, tutors, case managers and volunteer student interns.

9. Identify 230 unemployed Hartford residents in need of basic skills.

The GHAL workplace literacy program recruited 364 unemployed men and women (45% of the total number trained) in need of basic skills. This represents an increase of 58% above the 230 committed in the application. Recruitment was done through presentations to referral staff at a range of community agencies including the JOBS program, the Hartford area JTPA office, City of Hartford Workfare, other area literacy providers, the Connecticut Job Service, regional residential facilities, counseling agencies,

and community-based organizations. Recruitment flyers were distributed through these agencies as well as at Greater Hartford Community College. In addition recruitment ads were placed on the Spanish language and African-American radio stations and in newspapers targetting disadvantaged communities. Word of mouth seemed to be the most effective recruitment tool, particularly in the Asian, Latino and Soviet communities.

10. Advertise, recruit and select 360 employees at GHAL member companies in need of basic skills to retain employment or to increase their opportunity for promotion.

GHAL recruited and trained 590 employees of the member corporations, an increase of 61% above the 360 committed in the application. Recruitment strategies varied widely within the eight companies. Some distributed recruitment flyers through personnel, human resources and/or corporate training offices. Several companies designed their own internal publicity brochures (see enclosed samples). On-site classes were publicized through internal newsletters and schedules of inhouse training opportunities (see enclosed samples). In some companies key managers and supervisors from departments that contained the targetted entry-level positions were given an orientation to the role of basic skills training, and strategies for identifying and referring employees. GHAL staff also provided workshops on supervisory coaching techniques to reinforce the learning of participating employees. Some companies chose to refer employees

from departments that were targetted for elimination, both to on-site classes and to the CPA, for further basic skills and employability training.

In some companies targetted employees were given a pre-assessment test through the College based on instruments previously used in the companies and correlated the competencies required to perform to targetted jobs. Employee scores were used to make referrals to basic skills classes. Individual pre and post test scores were made available to the employee through The College staff: company staff received aggregate scores only to assist them in determining the training levels that would be most appropriate for their employees.

11. Develop workplace literacy training linked to 1990-91 projected job openings.

An active Curriculum Committee composed of members from the training departments of the partner companies developed the competency outcomes to be addressed in the base curriculum, and assisted in identifying appropriate materials to be used in both on-site and CPA classes. While computer software and hardware were not selected until the final months of the program, corporate representatives assisted in the search for computer-assisted instructional materials that would be appropriate for entry-level positions within the GHAL member companies.

Basic skills classes were run both on site at the eight companies and off-site at Greater Hartford Community College's Center for Professional Advancement. At the companies 522 employees received training in five levels of English as a second language (ESL), oral and written business communications, three levels of basic mathematics; and English pronunciation. Classes were customized to the needs of the employees enrolled, and utilized the language and contexts of the actual work environment of the participants. Each company also received individualized employee assessments, corporate training needs assessments, assistance with supervisory feedback sessions, assistance with internal marketing projects, access and coordination of services from the Colleges' ESL, Math Development and Learning Assistance computerized laboratories, supervisory training sessions on how to coach employees to apply the basic skills they were studying in class, organizational development services, and training resource and referral assistance.

At the CPA 364 unemployed men and women and 68 employees studied basic literacy skills and their workplace applications. Classes included business reading, writing and math; ESL; and job skills. Both on-site and CPA curricula emphasized critical thinking, creative problem-solving, motivation and self-esteem, strategies for getting along with supervisors and co-workers, effective workplace communication skills and group interaction skills; in short, the "new basic skills" of American industry. A variety of textbooks, class discussions, instructor-developed materials,

video presentations, guest lecturers and workplace simulations were used to relate the learning to the actual workplace. Both on-site and CPA participants had access to the College's language and math development computerized laboratories and an array of tutorial services.

12. Target disadvantaged unemployed populations and current employees in need of skills upgrading to retain jobs or receive promotions.

GHAL geared its services to the target population described in the application. Of the 364 unemployed men and women who received training, 100% met one or more of the entry criteria described in the application. Of these 364, 179 (49%) were receiving state or city assistance. Approximately 91% of the unemployed trainees were economically disadvantaged. All 364 were educationally disadvantaged. Approximately 35% were high school dropouts, 3% were physically or mentally disabled, 4% were or mentally disabled, 4% were displaced homemakers, 4% were homeless, 3% were receiving substance abuse counseling, and 53% faced language barriers.

From a total of 522 employees trained on-site at the companies, none identified themselves as homeless or in recovery from substance abuse (it is to be expected that employees would be reluctant to disclose some of this personal information to their employer for fear of repercussions) 2% were displaced homemakers,

19% were high school dropouts and 54% were limited speakers of English. As outlined in the application, all current employees demonstrated deficiencies in basic skill areas that could potentially lead to layoff or prevent promotional opportunities.

13. Provide an extensive support service system to insure the success of each participant.

An extensive case management system was developed to support GHAL program participants. On-site participants were pre-tested and interviewed to determine training and support service needs. Where necessary, interventions and referrals were made to human resource departments or appropriate outside agencies. Child care and transportation assistance was made available to those needing additional financial support to attend training outside work hours.

At the CPA case management services were critical to the success of both employed and unemployed trainees. A thorough intake session and weekly meetings with case managers encouraged participants to identify potential problems that could interfere with their success in the program. Additional social work services were made available through the United Way of the Capital Region and The Connecticut Department of Labor. A close cooperative relationship was developed with the case managers of city and state assistance programs to allow AFDC and Workfare trainees to maximize the benefits to which they were entitled while participating in the GHAL program.

14. Maximize corporate involvement, both as providers of resources and jobs, and in a project management capacity.

Seven of the GHAL partner corporations committed $15,000 to the grant, and one (Connecticut Bank & Trust) donated office furniture valued at $15,000. While the application described a high number of CPA graduates to be hired at the member companies (230) due to dramatic downsizing and job restructuring, only nine were ultimately hired.

All eight companies committed one or more staff people to oversee the development and implementation of the program. Corporate representatives were hands-on involved in every aspect of the program including curriculum design, staff selection and training, development of the evaluation system and instruments, program publicity both within their companies and in the broader community, fundraising, budgetting, software and hardware selection, dissemination activities, the implementation of on-site classes and overall project management. In-kind donations from the partner companies and helping agencies totalled over $300,000.

15. Realize benefits both to workers and participating companies.

Feedback from the eight partner corporations confirms the multiple benefits of the GHAL workplace literacy program to employees, companies and the Greater Hartford community.

Participating employees reported increased self-esteem and confidence on the job, while supervisors stated that participants were more communicative and effective in their work following the training. They cited an increased willingness to try new tasks, improved problem-solving, and questioning and research skills as a result of the training. Pre and post-testing documented increases in the reading, writing and mathematics skills of program graduates. From the perspective of the member companies, GHAL programming was extremely successful in increasing employee performance levels.

Further benefits to the companies included free training slots in a Connecticut Department of Labor-sponsored advanced office skills training course, access to curricula contributed by partner corporations, training for employees in tutoring skills, and an extensive exchange of resources and expertise (i.e. training evaluation systems and tools, employee recruitment strategies and brochures, training materials). The corporate liaisons emphasized the value of this last point. The technical and strategical information that was exchanged, both formally at Board of Directors meetings and informally over lunch, was one of the most positive outcomes of the GHAL collaboration. One partner reported, "This is as solid a partnership of this type as we at (our company) have encountered in our basic skills training and outreach education experience." Another stated, "We are on target,... and making good on the commitments we've made...GHAL works."

A second category of benefits to the companies was in the area of leadership status. GHAL was, as described in the application, the only workplace literacy partnership of its kind in New England that brought competing companies together for the purposes of cost-effective and mutually beneficial collaborative programming. Indeed the partners found this to be the case. Companies benefitted from the broad publicity GHAL received through articles in The New York Times, The Business Council for Effective Literacy, and The Hartford Courant, as well as through workshops on the GHAL collaborative model presented at conferences sponsored by The Commission on Adult Basic Education, The Connecticut Association for Adult and Continuing Education, Fairfield University, and The American Association for Adult and Continuing Education.

16. Realize benefits to the Greater Hartford community.

Because the GHAL project design included basic skills training for unemployed men and women, the program benefitted the Greater Hartford Community in a number of ways. High quality, workplace-relevant literacy training was given to 364 unemployed men and women, 100 of whom were on state or city assistance, and 266 limited English speaking. Of the 364 enrolled, 222 (61%) advanced one or more grade levels in reading and/or mathematics, and 12 (3%) received their GED (high school equivalency) certification while enrolled in classes at the CPA. On-going therapeutic counseling, job readiness training and job placement services were provided to all participants at the CPA. Ninety-eight (27%) previously unemployed men and women were placed in jobs, ten of which were within GHAL member corporations. GHAL actively sponsored "Professional Days" at the CPA where human resource managers from the participating companies conducted mock interviews with trainees. This gave participants the opportunity to apply their job interviewing to a real situation, and in a few cases, resulted in employment. All program participants were assisted in the preparation of resumes. Another 179 (49%) unemployed CPA graduates entered advanced education or skills training: 52 (14%) entered college and 127 (35%) entered job skills training or other more advanced educational programming. All participants who wished to enroll in further education or training received assistance with applications, financial aid paperwork, and entrance tests.

Other benefits included one-on-one tutorial services for 22 individuals, college work-study placements for seven Greater Hartford Community College students, an on-going support group for recipients of state assistance, and credit-bearing research projects for 21 business administration students from a local graduate school.

GHAL board members and staff were frequently requested to provide technical assistance and training on workplace literacy to the staffs of area community-based organizations, colleges, state agencies and adult education programs. The companies saw this work as part of their commitment to help shape public policy regarding adult education and job skills training. GHAL staff responded to over 100 inquiries during the life of the grant, and in many cases, followed up the discussion with materials and/or further dialogue. If the grant is refunded, GHAL intends to offer technical assistance on total quality management and continuous improvement techniques to area school systems.

17. Develop a relevant and workplace-based curriculum.

The curriculum was developed in response to the needs of trainees both on-site and at the CPA. At both sites reasoning and interpersonal competencies, and information acquisition skills were emphasized in the application of basic skills to the workplace. Life skills, pre-employment and work maturity skills were emphasized at the CPA, and were selectively incorporated into on-site curricula.

At the CPA representatives from the member corporations were actively involved in curriculum development, and instructor selection and training. Each company contributed materials, lesson plans and staff to make presentations at the CPA on the hiring needs of their companies. In addition supervisors from each company filled out an extensive questionnaire on the basic skills competencies required for their entry-level positions. This information was used as an informal job audit. It allowed CPA staff to tailor the curricula to the actual needs of the companies. In addition, during the first week of classes all CPA participants filled out extensive descriptions of their personal learning goals. These were incorporated into the curriculum of each class. Mid-cycle and again during the final week of the class participants evaluated themselves against these goals, as did instructors. Final class evaluations were also done by each trainee to provide constructive feedback for future cycles.

On-site classes used a variety of methods to customize the basic skills curricula to each company's needs. In some companies formal job audits were conducted on entry-level positions (i.e. bank teller, clerical) by Greater Hartford Community College staff. At others, meetings and/or focus groups were held with managers, supervisors and/or employees to determine the most critical competencies and their application on the job. In each company the staff administered evaluation forms to supervisors and trainees to ascertain skill deficiency areas, and supervisor expectations of program outcomes. Finally, throughout the

classes formal and informal participant feedback was solicited regarding the appropriateness of the curriculum, and the effectiveness of the instructor's presentation style. This insured the relevance of classes to employee needs. The results of each of these methods were passed on to instructors to be used in shaping the curriculum and individualizing lessons to the fullest extent possible.

A further description of the curriculum development process is contained above in #3 of this section.

18. Develop and maintain an Education and Employment Development Plan (EEPD) for participants.

Each participant in GHAL training was assigned to a case manager who supported their progress throughout the training. At the CPA case managers and participants met weekly to develop an EEPD and monitor each participant's progress toward educational and employment goals. Employees attending CPA classes also had the support of liaison staff from their companies who facilitated the input of supervisors into the curriculum and the transfer of newly acquired skills back to the job.

On-site trainees were offered case management services as part of the initial intake process, and where appropriate, received assistance with personal, academic and career decisions. On-site employees made less use of available GHAL case management

services, but reported clear progress toward their academic and employment goals. They were encouraged, where appropriate, to utilize in-house employee assistance programs.

A social worker and two social work aides were available at the College on an inkind basis. They provided a range of crisis intervention and advocacy services to program participants, both employed and unemployed, in need of assistance with housing, clothing or food as well as counseling and referrals for substance abuse, child custody or marital problems.

19. Provide a training environment that supports learning.

For trainees enrolled at the CPA Greater Hartford Community College provides an environment that encourages personal growth and draws participants into the college experience. CPA participants, both employees and unemployed individuals, have been able to take advantage of the numerous resources available at the College: language and mathematics computerized learning laboratories, the College library, tutors, academic and personal counseling, job counseling and referral services, the expertise of staff and faculty, and all extracurricula activities available on the College campus.

On site at the companies training was generally offered at a corporate training facility which was accessible and supportive of the professionalism of each employee. Measures were taken to

ensure that GHAL classes would not carry the stigma of "dummy class" by carefully selecting the class title, and integrating basic skills programming into the existing corporate training "menu". Furthermore, the Colleges' involvement in on-site classes reduced the stigma typically associated with attending enrichment programs. On-site trainees were also offered the use of the Colleges' computerized laboratories and tutorial services as a means to reinforce learning in the classroom.

A small number of employees wished to participate anonymously in classes at the CPA on their own time. They were encouraged to do so. These employees frequently became the best recruiters for the CPA, and were often able to share their success with their supervisors after they graduated.

20. Deliver a cost-effective program that stays within the means of the approved budget.

The GHAL workplace literacy collaborative proved to be extremely cost effective. The cost per participant to the federal government was $398, 32% less than the $584 cost estimated in the grant application. Overall program costs were $658/student, $336/student less than the $994 estimated in the grant. This was due to the cost effective model developed by GHAL that maximized the pooling of resources and the sharing of expertise. In addition approximately $300,000 worth of inkind services allowed the program to expand its capacity without committing additional funds.

Numerous cash and inkind resources were leveraged to enhance GHAL program services. The Connecticut Department of Labor funded two on-the-job training modules in advanced office technologies for employees of the member corporations. The Department of Labor and The United Way of the Capital Region provided two case managers to the program. The Connecticut Department of Education provided $149,024 in matching funds for instructional purposes through the City of Hartford Board of Education. Extensive inkind services were contributed both by the member and supporting organizations, and by other area companies and agencies. Inkind services included marketing, curriculum development, case management, tutoring, fiscal management, project evaluation and instruction. Other contributions were office equipment, office and classroom space, instructional materials and management assistance.

Schedule of Accomplishments

The Greater Hartford Alliance for Literacy (GHAL) Workplace Literacy Program accomplished the great majority of its established objectives within the targetted dates. The following describes each situation where "slippage" occurred, causing a delay in GHAL's ability to meet an objective, or ultimately, a redefinition of the objective.

1. In the application GHAL described its intention to purchase and install computers and implement computer-assisted instruction at the Center for Professional Advancement (CPA) by June 15, 1990. Over the first six months of the grant GHAL reviewed a number of software packages, and collectively agreed to purchase the Job Skills Education Program (JSEP) basic skills software which was workplace-based and maximized GHAL's ability to customize curricula. Shortly after the JSEP software design and staff training contracts were initiated in early 1991, the State of Connecticut froze all major purchases in response to a severe budget shortage. The GHAL purchase order for the specialized hardware required to run JSEP was held up for over nine months. When the State purchase system began again to process major purchases, there was a procedural charge that transferred the responsibility for all purchasing to individual community colleges. This further delayed the purchase while the College developed appropriate forms and procedures.

   During this extended wait for computers and instructional software, the GHAL corporate partners were increasingly pressured

to reallocate the considerable GHAL resources that were tied up by JSEP to on-site basic skills training. Training needs were acute at the member companies due to corporate restructuring and the implementation of more advanced technologies. In addition, extensive corporate downsizing left supervisors increasingly reluctant to free up employees for training off-site at the CPA where JSEP was to be housed. To get the most out of training, supervisors needed a customized curriculum delivered on-site during very specific time periods. After weighing these considerations, the GHAL Board of Directors made a decision to divert $70,000 of the sizable amount ($132,000) previously committed to purchase JSEP hardware to on-site instruction. This expanded the project's capacity to serve employees of the member corporations in the most responsive and cost-effective manner. At the same time it depleted the dollar amount committed to purchasing the JSEP system: JSEP was no longer within the financial means of the GHAL program.

After a great deal of effort to try to negotiate a less expensive hardware configuration to run the JSEP system which, in the end was not successful, in December of 1991 the GHAL Board reviewed other basic skills software packages, and selected Aztec Software's workplace-related Writescope and Editscope. These were ordered in January of 1992 along with Zenith computers and Panasonic printers.

GHAL will use its new basic skills computer laboratory in future training cycles. We hope to receive federal refunding to operate the laboratory at full capacity, but the College is committed to offer computerized basic skills instruction in a workplace context with or without the federal grant.

2. The GHAL application cited June 1, 1990 for the beginning of an ongoing series of curriculum development meetings. July 15, 1990 was targetted for the beginning of on-site training at the corporations, and September, 1990 for the beginning of classes at the CPA. All of these start dates were delayed due to the State's requirements for job postings and formal interviews. The GHAL Project Director did not start work until July 6, 1990 and the Educational and Case Management Coordinators in September of 1990.

   As a result the GHAL Curriculum Committee, which had developed a curriculum outline prior to the beginning of the funding period, began working on an ongoing basis with the Project Director and Educational Coordinator in September of 1990. On-site training based on the curriculum outline began in July of 1990. The CPA began trainee recruitment and selection in October, 1990, and basic skills classes were initiated on November 22, 1990.

3. A critical component of the GHAL program was the design, implementation and fine tuning of its training evaluation system. In particular, the companies were committed to

documenting the effects of literacy training on the corporate bottom line. Over the 22 months of the grant an active Evaluation Committee composed of representatives from the companies, the Community-Technical College System and the Connecticut Department of Labor designed and pilotted a number of evaluation instruments to document trainee satisfaction with the training, the effects of training on an employee's performance on the job, trainee pre and post educational goals, trainee and supervisor observations regarding an employee's growth in targetted employment competency areas, and trainee performance on standardized basic skills tests (TABE and CAPP).

The final level of evaluation, the impact of GHAL training on the bottom line results of the member companies, proved far more difficult to collect. Given the depressed Connecticut economy and the extensive levels of layoff and restructuring, GHAL companies were concerned that these data would be unwieldy to collect and directly link to business results. It appeared to be extremely difficult to access individual employee records, and tracking methods varied widely across the member companies, making it all the more difficult to draw conclusions across companies, and even across departments within companies. In addition, the companies needed to avoid any legal complications that might result from measuring and reporting information regarding an employee's performance. Finally, the issue of discussing bottom line results with market competitors was problematic for the GHAL members.

Based on these concerns, the GHAL Board of Directors unanimously decided not to formally collect these data during the current grant funding period. Rather, informal supervisor feedback was collected through evaluation forms and focus groups which documented increased employee efficiency and/or productivity. One company described an employee whose handwriting tutorial enabled him to complete mailings with 100% accuracy, where before training, many letters had been returned to him to clarify the address. Another cited an employee's previous problems in communicating with the underwriters, and how much clearer her speech had become as a result of the training. Several companies documented supervisor satisfaction with what they saw to be their employees' enhanced ability to interact with customers; clearer diction, better comprehension, increased confidence, and more personal initiative. The majority of the companies reported improvement in relationships with co-workers, more active work team participation, and more involvement in unit meetings. One supervisor who had referred several employees to GHAL training described the positive attitudes those employees brought back to the office, and the impact that had on their co-workers.

To quote the supervisor,

"It's made other people want to cross-train and keep learning. They know it was hard for the people who went to the training, but they did it and loved it. Now others know they can do it, too. It sets a good example."

While the supervisor feedback that was collected is largely anecdotal and not directly linked to corporate profit, it is clear that GHAL training has encouraged participants to become more interactive with supervisors, co-workers and customers. Their increased motivation and self-esteem as well as growth in work-related competencies ultimately results in a higher functioning and more productive employee. If GHAL is refunded the companies intend to focus on a more systematic way of documenting the effects of basic skills training on the profitability of the corporations.

4. The GHAL application stated that volunteer tutors would be recruited and trained from the companies to create a "Literacy Anonymous" tutor pool. Tutors would be available from other partner companies to provide anonymous tutoring to on-site and CPA trainees. Because of extensive restructuring and downsizing, it was difficult to mobilize volunteer tutors. Five corporate tutors were recruited and trained. To supplement their services, tutors were recruited from Literacy Volunteers and area colleges, and from among the graduates of the program. As part of their required City Workfare internships and College work-study placements, a number of peer tutors volunteered their time at the CPA with great success. In future training cycles GHAL will continue to use volunteer tutors from both the companies and the community.

DISSEMINATION ACTIVITIES

Greater Hartford Alliance for Literacy

Throughout the grant period the Greater Hartford Alliance for Literacy (GHAL) has implemented a multifaceted plan for project dissemination. Extensive documentation on program practices was maintained and made available including the startup plan, project timelines, project description, staffing chart, budget, course and case management descriptions, publicity flyers, description of training outcomes, intake and tracking forms, evaluations tools, curricula, instructional materials, quarterly program reports, and project evaluation reports. These materials were disseminated widely upon request as well as targetted to specific recipients through meetings, workshops, conferences and presentations. In addition project staff and representatives of the corporate partners have repeatedly provided technical assistance in program development, private/public collaboration and workplace literacy project management.

The following is a description of these dissemination activities.

1. Dissemination to Corporations:

*"Following an opening press conference, on-going publicity will focus on drawing new corporations into the Alliance and expanding the "buy-in" on all levels within the member corporations via corporate newsletters, quarterly project reports, and press releases and feature stories in the area media."

-a kickoff press conference was held to announce the receipt of the grant at which management of the corporate partners and community-technical colleges, state and community agencies, and Senator Joseph Lieberman attended. The press conference was well attended by statewide media and resulted in widespread publicity for the project.

-articles appeared in The Hartford Courant, The New York Times, The Business Council for Effective Literacy Newsletter, Greater Hartford Community College's newsletter, and the Community-Technical College newsletter. Staff spoke with numerous other reporters to supply background information on workplace literacy and the GHAL model.

-given the focus of the grant on services to its original seven corporate partners, no efforts were made to recruit new corporations into the Alliance. The Travelers Companies, which had been part of the GHAL development team before federal funding was received, formally joined the collaborative during the first year.

-much attention was focussed throughout the grant period on publicity within the partner corporations regarding GHAL and its services. An active Publicity Committee consisting of corporate board members produced a GHAL brochure, and developed press releases and feature stories for the local media.

-partner companies publicized GHAL within their companies in a variety of ways including supervisor workshops, presentations to corporate managers by GHAL staff, the posting of flyers in common spaces, articles in in-house newsletters, making flyers available through the human resources and personnel departments, and in-house employee training reports. Some companies included GHAL in their list of inhouse class offerings. In other situations GHAL quarterly reports were distributed to corporate management.

*"GHAL Board members will identify and meet with their counterparts in other potential member corporations to encourage their participation in the project. Extensive "networking" is expected to be the most effective form of dissemination."

-GHAL Board of Directors members met with training managers from The Travelers Companies to invite their participation in the project. When staff representation from AEtna Life and Casualty and Connecticut Bank and Trust changed, GHAL Board members encouraged the training managers to identify and commit new representatives to the Alliance.

-extensive networking took place among GHAL Board members and their counterparts in other corporations at conferences, professional associations and regional task forces.

-monthly GHAL Board of Directors meetings rotated around the partner companies to reinforce the importance of GHAL within each company.

*"Corporate representatives will be invited to periodic openhouses at the GHAL workplace literacy center (Center for Professional Advancement). Project staff are considering showcasing each member company in day-long activities that would include distributing information about that company, inviting representatives to meet with students, and tours of the company."

-corporate representatives visited the Center for Professional Advancement a number of times for monthly staff in-service training, to make presentations in the classroom regarding their companies or other areas in which they had expertise, to facilitate diversity workshops for staff and trainees, to conduct mock job interviews with unemployed men and women, for GHAL committee meetings, and to attend graduation ceremonies at the Center for Professional Advancement.

-six volunteer tutors were recruited from the partner companies to work at the Center for Professional Advancement.

-trainees from the Center for Professional Advancement (CPA) participated in workshops on site at the companies in presentation skills.

-trainees were given tours of two of the partner companies.

2. Dissemination to Statewide Colleges:

*"Quarterly reports will be submitted to the State Department of Higher Education for dissemination throughout the statewide college system."

-quarterly project reports were disseminated to the State Department of Higher Education.

-the Director of the Community-Technical Colleges twice visited the Center for Professional Advancement.

-project staff participated in a series of seminars regarding literacy for faculty and administrators of the six colleges in the region. The Project Director made presentations on workplace literacy at these seminars.

-a strong partnership was developed with The Hartford Graduate Center that has resulted in the referral of twenty-one graduate students to do volunteer projects for GHAL for which they receive credit toward a Masters in Business Administration degree.

-an initial agreement has been reached with the University of Connecticut School of Education to intern undergraduate students in the CPA program beginning in the fall of 1992.

-GHAL staff and members of the Board of Directors participated in a panel presentation regarding workplace literacy at a conference at Fairfield University.

*"During the last three months of the grant workshops on program components and start up will be offered through the Board of Trustees of the Community and Technical Colleges."

-staff and GHAL Board of Directors members have made presentations on the project before the Board of Trustees of the Community-Technical College System, the Community-Technical College Deans' Council, the Advisory Board of Greater Hartford Community College, and the Business and Industry Services Network. Project practices and materials have been disseminated statewide through the Business and Industry Services Network to a number of community and technical college campuses.

-GHAL staff worked closely with their counterparts within the Community-Technical College System, sharing instructors, curricula, and materials. Workplace education staff from the colleges have both given and attended joint presentations on workplace literacy.

-GHAL staff and Board of Directors members have provided technical assistance to other colleges wishing to expand their capacity to provide workplace literacy.

*"Quarterly reports and curricula will be distributed through the statewide Business and Industry Services Network to each of the colleges that houses a Regional Coordinator."

-the Director of the statewide Business and Industry Services Network sits on GHAL's Board of Directors. She has distributed quarterly reports and appropriate GHAL curricula to the Regional Coordinators, and facilitates an on-going exchange of workplace literacy resources among the colleges.

*"Within Greater Hartford Community College all staff coordinating enrichment/remedial programming will be kept abreast of developments at the Center. Ways to share resources and refer participants across programs will be explored."

-GHAL staff assisted in the development of the Student Academic Support Services Committee to coordinate intake/referral across programs within Greater Hartford Community College (GHCC). This committee became an excellent forum for the sharing of information about programming as well as addressing mutual problems.

-GHAL staff opened their in-service training workshops to other GHCC staff, and in turn, were invited to attend those of other College programs.

-quarterly GHAL reports were disseminated to all GHCC professional staff and faculty.

-GHAL trainees were able to make use of GHCC's Language Laboratory, Math Development Center and Library. These facilities were used extensively by trainees to reinforce their classroom learning. This also engaged staff from each of these facilities in providing technical assistance to one another and sharing other resources.

-the use of GHCC work-study students as volunteer tutors and office aides for the Center for Professional Advancement spread the word informally to other GHCC departments about GHAL program activities.

3. Dissemination to Adult Education Programs:

*"The Governor's Coalition on Literacy will disseminate project information and offer workshops through its statewide network."

-the Chair of the Governor's Coalition on Literacy sat on the GHAL Board of Directors.

"*GHAL members will present a workshop on the project at the 1991 Conference of the Commission on Adult Basic Education to be held in Hartford and at other state and regional conferences as appropriate."

-GHAL representatives including staff and Board of Directors members presented workshops at the 1991 Commission on Adult Basic Education Conference, the 1992 Connecticut Association of Adult and Continuing Education Conference, Fairfield University's 1991 Workplace Literacy Conference, the 1991 American Association of Adult and Continuing Education Conference, and the Greater Hartford Higher Education Consortium literacy seminar series.

*"Periodic Center openhouses will target adult educators and State Department of Education staff."

-local adult educators were invited to GHAL in-service workshops.

-staff from the State Department of Education visited the Center for Professional Advancement to observe the instructional model, and worked with project staff on funding options.

-technical assistance, training and materials were provided to the staff of Literacy Volunteers of Greater Hartford, Inc. regarding workplace literacy.

-a strong cross-program referral network was developed among area literacy providers through a series of mutual trainings and site visits.

*"Staff will meet regularly with the State Department of Education Competency-Based Education Steering Committee (CAPP) to explore the fit between the CAPP curriculum and workplace literacy."

-GHAL staff met with the Competency-Based Education Steering Committee to present the GHAL model and discuss the use of the CAPP curriculum in statewide workplace literacy programming.

-GHAL staff participated in a focus group run by the State Department of Education to explore the effectiveness of assessment systems statewide in literacy programs.

4. Dissemination to Other State Agencies and Projects:

*"The State Department of Labor will receive periodic project reports and will be invited to a Center openhouse."

-The Connecticut Department of Labor (DOL) was invited to join the GHAL Board of Directors and became an active participant in GHAL and GHAL committees.

-The DOL provided funding for two contracts that housed one social worker and two social work aides at the Center for Professional Advancement to provide counseling and advocacy services.

-two DOL-funded on-the-job training (OJT) programs were run at Greater Hartford Community College for graduates of the Center for Professional Advancement, particularly those whose jobs were threatened by corporate downsizing. During the ten-week program participants studied advanced office procedures and developed skills in report writing, business mathematics, business communications, word processing, and LOTUS 1-2-3. The OJT, which served employees from multiple companies in a single class, pilotted a format which was developed for GHAL graduates. The DOL was actively involved in shaping the program and consulting with program staff regarding its implementation.

*"State and local Job Training Partnership Act (JTPA), Carl D. Perkins area collaboratives (CETO), and the State JOBS Program (Job Connection) will be given copies of project reports as appropriate. Efforts will be made to coordinate resources and services with each of these organizations as well as local remediation and skills training program operators that utilize Job Connection, JTPA and CETO funds."

-quarterly reports were mailed to all the agencies listed above.

-GHAL staff worked closely with the State JOBS Program, meeting periodically with case managers and supervisors to coordinate referrals and support services, and to exchange the required paperwork.

-GHAL staff met with City of Hartford Workfare (general assistance) staff to get clearance for the Center for Professional Advancement to become a Workfare training site. Procedures were developed for enrolling and providing support services to Workfare participants. In addition, two Workfare participants were placed as inkind part-time case managers at the CPA as their paid work assignments.

-project staff participated in monthly meetings ("Project LIFE") designed to coordinate referrals, services and information flow among JOBS case managers, Connecticut Job Service counselors and area literacy providers.

-staff and students from the Center for Professional Advancement participated in several focus groups run by the Connecticut Departments of Income Maintenance and Education to identify best program practices and examine barriers to effective service provision.

-GHAL staff ran an on-going support group for participants who were receiving state assistance. JOBS staff were frequent visitors as were "experts" from the community who made presentations on topics regarding self-esteem, parenting and employability skills.

-GHAL staff met periodically with local Job Training Partnership Act (JTPA) staff to establish referral and enrollment procedures and to coordinate the required paperwork.

-GHAL staff met frequently and/or consulted with other area literacy and skills training program operators. An informal continuum of services and referral network was developed among providers. Program operators provided technical assistance to one another in their areas of expertise.

*"At the conclusion at the project staff and Board members will prepare and submit articles to professional journals outlining areas of national interest."

-GHAL staff and Board members are currently planning to submit one or more articles to professional journals outlining the lessons learned from GHAL's collaborative workplace literacy model.

*"Information will be given to the Greater Hartford Chamber of Commerce, Hartford City Council, Board of Education, and the State Legislature's Education Committee regarding the need for workplace literacy using the model of the GHAL project. Following the conclusion of the grant, final outcomes will be distributed."

-quarterly reports were sent to all organizations and elected officials listed above as well as to state legislators, the Mayor of the City of Hartford, and other regional service providers. A final report outlining final program outcomes and lessons learned will be distributed.

*"Project information will be sent to the Curriculum Coordinating Center and the ERIC Clearinghouse on Adult, Career and Vocational Education following the conclusion of the grant."

-Information will be sent following the completion of the final report.

*"Other requests for information or technical assistance will be met to the fullest extent possible."

-Project staff provided technical assistance in response to requests from over fifty individuals and programs. Following the majority of these requests, staff mailed additional information, and on occasion, had further discussions regarding the information sent.

-the Project Director frequently shared information and materials with other federal workplace literacy program staff at national conferences, at formal and informal regional meetings, and by telephone.

EVALUATION ACTIVITIES

Greater Hartford Alliance for Literacy

Evaluation Approach

The Greater Hartford Alliance for Literacy (GHAL) formed an active Evaluation Committee consisting of corporate representatives, project staff, representatives from the Connecticut Department of Labor and the Community-Technical College System, and Andersen Consulting, the independent project evaluator for GHAL. The Evaluation Committee developed and pilotted numerous instruments to assess the effectiveness of the GHAL training program. The Committee based these evaluation instruments on a model of training evaluation first developed by Donald Kirkpatrick that outlines four levels of evaluation:

Level I: Reaction: This level of evaluation measures trainees' subjective reactions to the training and the trainers. Data for Level I is usually collected via a questionnaire that trainers distribute to participants at the completion of a class.

Level II: Learning: Level II instruments measure the principles, facts, and techniques learned and attitudes changed as a result of training. Pre and post written tests are the most common form of data collection for this level.

Level III: Behavior: This evaluation seeks to measure changes in a participant's behavior on the job compared to the behavior the participant exhibited pre-training. In other words, Level III measures the transfer of skills from training to the job. Examples of data collection approaches for this level include self-appraisal and supervisor surveys, observation, simulations, and analysis of work samples.

Level IV: Results: Level IV evaluation measures the tangible, quantitative results of the training on the operational results of the trainee's organization. It seeks to tie the training to reductions in the company's costs, improvements in quality, or increases in revenue.

After detailed discussion, the GHAL Evaluation Committee and the Board of Directors decided to collect detailed data for Levels I, II, and III. The group decided not to attempt to collect detailed Level IV data, but informal data was collected for Level IV, and a structure was developed to expand GHAL's capability to collect Level IV data if the grant is refunded.

The Committee designed a comprehensive evaluation approach centered around student reactions (Level I), pre and post tests (Level II), and transfer of training to the job (Level III) instruments. While the Committee realized that good evaluation starts at the beginning of a program, these evaluation instruments were developed, implemented, and modified gradually throughout the grant period. Some instruments were in place during the first quarter of training, while others were introduced mid-grant period. In addition, several of the evaluation instruments were modified during the grant period, as the GHAL staff, students, Evaluation Committee, and Board of Directors attempted to continuously improve the evaluation approach.

Feedback from each training cycle was solicited by instructors and GHAL managers. Suggestions were directly incorporated into the curriculum at the Center for Professional Advancement at Greater Hartford Community College and in on-site classes. Feedback was incorporated where possible in subsequent classes with overall positive results.

Center for Professional Advancement Evaluation

The majority of evaluation activities and instruments were developed and field tested with employed and unemployed participants at the Center for Professional Advancement at Greater Hartford Community College. Because course syllabi and materials were customized for each of the eight corporate partners on site and varied even within the classes of each company, the Evaluation Committee chose to focus its efforts on pilotting evaluation instruments in classes at the Center for Professional Advancement which were consistent in length, curricula and anticipated educational outcomes. It is the intention of the Evaluation Committee to merge the on-site and Center for Professional Advancement evaluation systems during the anticipated second funding cycle.

A. Trainee Reaction Questionnaire Results (Level I)

Level I evaluation sought to measure participants' subjective reaction to the training. Trainees at the Center for Professional Advancement (CPA) completed a questionnaire on the last day of class to report their reaction to the training. Many trainers call this questionnaire a "smile sheet" due to the subjective nature of the questions.

To quantify students' reactions, responses to questions were recorded on a five-point or a three-point scale. The survey also included open-ended qualitative questions about the training and instructors.

Program Evaluation Results

The questions on the program evaluation instrument were developed based upon four factors: Attitude, Relevance, Confidence, and Satisfaction. The category with the highest percentage of positive responses was the satisfaction category. Overall, GHAL trainees were

satisfied with the program and would recommend it to others. The category with the highest percentage of negative responses was the confidence category. This may indicate that trainees were not totally convinced that the training would enable them to find a job or get promoted, which was a realistic assessment given the level of unemployment and continual downsizing in the Greater Hartford area.

A review of trainees' written comments on the program evaluations revealed that, overall, trainees considered the program very rewarding. They felt the CPA program should be continued, or even expanded. Participants spoke highly about the CPA teachers and tutors. There was not a single negative comment about the staff.

These data are further described in the report of the independent evaluator.

Class Evaluation Results

As mentioned, the GHAL Evaluation Committee continuously improved its evaluation instruments throughout the grant period. Starting in Cycle III of the CPA the program began collecting Level I data for individual classes, as well as for the entire program.

Students approved of the classes and teachers at GHAL. The parts of the classes trainees most appreciated were:

* Public speaking
* Group work
* Class discussion, especially discussion current events
* Improving "real life" skills like resume building, filling out applications, interview pointers, and team building
* Building communication skills like pronunciation, grammar, and conversation

One common complaint about the CPA classes was the multi-level teaching. Some mentioned that classes were too large for individual attention or different learning paces. Some trainees believed that CPA cycles should be longer to enable them to learn more information, or learn the same information in more detail. Trainees requested more interactive work.

These data are further described in the report of the independent evaluator.

B. Pre and Post-Test Results (Level II)

One of the objectives of the Evaluation Committee was to determine whether participants learned from their classes. To assess the levels of learning staff training so that performance improvements could be attributed to the training.

GHAL instituted several evaluation instruments to determine if trainees learned from the classes they attended. These instruments included:

*pre and post testing in the areas of reading and mathematics on the Employability Competency Skills version of The Connecticut Adult Performance Program or CAPP (a standardized test modelled on California's CASAS test and mandated by the State Department of Education for all adult education programs)

*pre and post video testing of communication skills for higher level classes

*pre and post audio testing of communication and pronunciation skills for English as a second language trainees

*pre and post student self-assessments of learning objectives

*pre and post teacher assessments of students' learning objectives

1. Each CPA participant took a standardized workplace literacy test before and after training. Staff initially used the TABE test, but later switched to the CAPP test because the CPA staff found it to be more relevant to the workplace than the TABE test. One of the original goals of the program was to enable participants to score at least one grade level higher in math and/or reading as measured by a standardized workplace literacy test administered upon completion of CPA training. After training, 49% of trainees who attended classes conducted at the CPA increased at least one grade level in reading and/or mathematics.

2. After the CPA accepted and enrolled an individual, higher level participants completed a video pre-test and English as a second language (ESL) participants completed an audio pre-test of communication skills. The students completed the same test at the end of CPA training. While instructors did not quantify these results, most participants improved their communication skills over the course of the training. Many demonstrated increased confidence in speaking and were able to more clearly pronounce words.

3. When trainees entered the CPA, they completed a form outlining their learning goals: where they believed skill improvement was greatly needed, somewhat needed, or whether no improvement was needed because they already possessed the skill. The form divides skill areas into reading, writing, communication, computation, and work success skills. Each participant filled out this form before and after CPA training, noting improvements.

Participants assessed themselves on average at higher levels after CPA training than before training. This is true for every category: reading, writing, communications, computation, and work success skills. At the very lease these results indicate that CPA trainees were confident that their abilities improved due to the training they received.

A further analysis of these data is contained in the independent evaluator's final report.

4. CPA instructors completed the same pre and post assessment forms as the participants. Their feedback was consistent with that of participants and indicated an overall increase in skills as a result of GHAL training.

   A further analysis of these data is contained in the final report of the independent evaluator.

C. Transfer of Training to the Job Survey Results (Level III)

For the CPA trainees who were employed, the Evaluation Committee wanted to assess how well these employees transferred what they learned in class to their jobs. Whenever possible, instructors introduced workplace-relevant content to increase the likelihood of the application of skills to the job. One means of collecting Level III evaluation data was the GHAL Transfer of Skills Evaluation Form which was distributed to the supervisors of employees who attended training. This instrument contained three sections of questions: general skills, math skills, and English or English as a second language skills. Because of massive restructuring and downsizing, the majority of trainees' supervisors changed during the course of the CPA training. This coupled with the increased demands on a supervisor's time and consequent inability to closely observe the work of any one employee resulted in only a small sample of Level III evaluations that were completed both pre and post-training.

Quantitative Data

Under the category of general skills, half of the supervisors of employees enrolled at the CPA recorded that employees demonstrated improvement in the ability to set (or follow) appropriate priorities. Almost 40% of the supervisors noted improvement in the employee's level of self-confidence, as well as their willingness to ask for assistance when needed and their ability to find their own errors with minimal assistance. Some employees increased their ability to work well co-workers, meet deadlines, catch other people's errors, and ask appropriate question to get information. Several supervisors noticed improved appearance and timeliness in their employees.

Supervisors observed an improvement in the English skills of their employees. They noted that some spoke with an increased level of confidence and communicated information more clearly and accurately.

Improvement was also recorded in the employee's ability to correctly interpret written communication and use proper sentence and paragraph structure.

Many employees who took a math class showed improvement in their ability to perform mathematical calculations on the job with minimal effort and interpret numerical graphs or tables. Improvement was also noted in the use of calculators and adding machines.

Qualitative Data

Many supervisors noted a marked improvement in the level of self-esteem of their employees as well as increased confidence in communicating effectively with other workers. This has resulted in better working relationships and a more positive outlook toward work. One supervisor commented, "I've seen big differences in the way they [employees] do their work; in they way it gets done. They've developed skills that will help them to keep on growing as the company changes."

Further details on this evaluation appear in the report of the independent evaluator.

D. Program Outcomes (Level IV)

Kirkpatrick's fourth level of evaluation measures the impact of training on the bottom line results of an organization. The Evaluation Committee decided not to attempt to formally collect detailed Level IV data for a variety of reasons. It is difficult to directly link training to business results without the use of formal control groups. Also, the GHAL member organizations were concerned about the legal complications that could result from measuring and reporting employees' performance both internally and externally. Three further obstacles to collecting Level IV data were a lack of access to organizational data in the eight member companies, and the strains that downsizing placed on the supervisors of all eight companies.

Limited anecdotal data were collected on individual employees indicating increased productivity and the ability to perform their jobs more effectively. If GHAL is refunded for a second eighteen-month period, the Evaluation Committee has developed a plan that will implement Level IV data collection.

<u>On-Site Class Evaluation</u>

Because the GHAL on-site class evaluation system was tailored to meet the needs and existing evaluation structures of each of the eight member companies, there was some variation across training sites in both the evaluation tools and evaluation procedures used. As part of the initial negotiation of the training format and the training needs assessment of each company, GHAL staff offered a range of measurement

techniques from which each company selected the most valuable and deliverable within their larger training system. All evaluation tools were adapted to the specific training needs of the individual companies. Where available, management, supervisor and trainee input was sought in each level of evaluation as well as in the development of recommendations for future programming.

A. Trainee Reaction Questionnaire Results (Level I)

In some of the companies a standardized trainee reaction evaluation questionnaire was filled out on the last day of class. GHAL did not formally analyze these results since it was impossible to make comparisons across companies where different ranking systems and formats were used.

The results where these "smile sheets" were used, or were part of the trainees' written evaluation of their skill levels, indicated a high degree of employee satisfaction with the training. Trainees rated the instructors, course content, materials and instructional methods as very effective. Where further information was requested, course pacing, applicability to participants' job requirements and instructional setting were ranked high. All employees felt the classes met their learning objectives to a high or very high degree.

In some companies trainee and/or supervisor focus groups were conducted to fully capture recommendations for improving future programming. These focus groups produced results similar to the written evaluations, but in greater detail. The verbal format allowed some trainees and supervisors to expand more fully upon their ideas.

One company assigned internal training staff to conduct one-on-one interviews with a representative sample of participating employees and their supervisors.

Approximately 30% of the employees were interviewed in person or by phone. On average 71% said the courses were <u>fully</u> meeting their expectations; 25% said their expectations were being met partially. They were asked to comment on the new skills, confidence, relationships with co-workers and feedback from supervisors. Some of the responses were as follows:

-"Before I didn't want to speak much. Now I think more what I want to say and I speak more slowly."

-"This is an excellent program.... I wish I had done it a long time ago.... My husband sees a difference."

-"Coming to this class made me see things in myself and bring them forth. I didn't have the confidence that other people had in me... I have changed."

B. Pre and Post Test Results (Level II)

The measurement of whether participants learned from their classes was conducted in a number of different ways which varied from company to company. All classes contained some form of pre and post written evaluations. The majority of evaluation forms were criterion referenced: each was customized by GHAL staff to the training objectives of the course. Some companies utilized pre and post video and/or audio tapes as well in English as a second language and communications courses.

1. Written evaluation forms required trainees to rate their skill levels before enrolling in the class in various competency areas, and then to re-rate themselves in the same skill areas on the last day of class. Participants were asked to circle a number from one(poor) to ten(excellent) that corresponded with their pre and post-class abilities. In some companies questions were also included to evaluate the instructor and overall course, and to make suggestions for improvement.

   On average trainee pre-training evaluations rated their initial skill levels from a three to a six on a ten-point scale. Post-training evaluations were generally one point higher than the initial ratings.

2. Pre and post tests were used to measure participant gains in the targetted skill areas. In companies where the TABE had been correlated to entry-level job requirements, the TABE was used prior to enrollment and on the last day of class. In the majority of companies criterion-referenced assessment instruments were developed to assess the skill deficit areas of the employees enrolled in each class (and the skills upon which the curriculum was based.) Writing samples, reading comprehension exercises and oral interviews were designed and administered to measure trainee pre and post-training performance.

3. Classroom instructors were asked to evaluate the progress of each trainee through observation and written and oral assignments. In some companies these were formally recorded and reviewed with participating employees and their supervisors. In all companies oral feedback on classroom performance took place throughout the program to provide guidance and encouragement to participants.

4. In several companies pre and post-training video and audiotapes of short oral presentations were used to document trainee skill development. In addition to pre and post tests, each participant completed a self-evaluation, and was periodically evaluated by a peer during taping exercises. This technique was particularly useful in courses that emphasized verbal communication such as English as a Second Language (ESL), Effective Communication Skills and Business Communications. While employees initially resisted this kind of measurement, they were very pleased in comparing the pre and post results. Trainees showed clear growth in verbal

confidence and fluency. Accents were somewhat reduced for some participants, and there was a new willingness to take verbal risks. ESL tapes showed an expanded vocabulary and increased ability to respond appropriately in typical workplace dialogues.

C. Transfer of Training to the Job (Level III)

At several GHAL companies pre and post employee and supervisor feedback was collected on the transference of newly acquired skills back to the workplace. This was done through written questionnaires, focus groups and oral interviews.

1. Where companies provided access to supervisors, data on pre and post employee performance were gathered from written questionnaires. Supervisors documented the improvement in work performance, particularly in the areas of effective communication and confidence.

2. The GHAL staff worked with several companies to design and conduct employee and supervisor focus groups that documented the application of a trainee's new skills to his or her job. Both employees and their supervisors cited a strong improvement in the work-related competencies demonstrated on the job. Participants commented on their greater comfort level with aspects of their job (e.g. telephoning, responding to customer complaints) that previously caused them anxiety. The focus groups were helpful in preparing supervisors to provide feedback and coach individuals in their developing skill areas.

3. Supervisor responses at the company that conducted oral interviews with individual trainees and their supervisors found that 54% of the supervisors had seen <u>definite</u> improvements in skills, confidence and/or interactions with co-workers and customers; 31% had seen some improvement. Supervisors commented that their staff members were enthusiastic when they returned to work from class. They has seen improvements in responsibility, and in how participants interacted with co-workers and customers.

   Some of the supervisor responses are as follows (taken from "Working Smarter; The benefits of Workplace Education"):

   *"I think her skills are improving; her confidence has increased and she is a little more outgoing with her co-workers. In conversation she used to just answer as best she could, but now I see her initiating conversations."

   *"She seems more willing to take a chance, to use her own initiative..."

   *"... it used to be that he would never ask questions, but now he pushes to get something done. In addition to coming to us for information he needs, he will now also come back to us if we haven't responded to make sure something gets done... a sort of gentle assertiveness."

*"When she started here, she had to make an adjustment in working with others - she was very independent. But I see the class has helped her relate better. She is part of the team now."

*"She is not as hesitant in doing things - she will take a risk."

*"She used to be uptight and took offense easily. Lately she has been more relaxed."

*"... he is slowing down, speaking more distinctly, and correcting himself when he speaks. Even in his written work, he is getting things verified before he send them out - paying more attention to the tenses."

*"She called the Texas Bureau for information; she wrote the letter to the underwriters and to the Texas Bureau... . She even went in and sat with [the Director] and seemed confident about that."

D. Company Outcomes (Level IV)

As stated earlier in this report, the Evaluation Committee decided not to attempt to formally collect detailed Level IV data for a variety of reasons. Limited anecdotal data were reported to GHAL representatives by supervisors of participating employees. These included comments such as the following:

*An employee's writing had become more legible as a result of his training, which saved the mailroom staff from sending back his packages for readdressing.

*Several employees were described as working more effectively with customers on the telephone.

*Other employees' grammar had improved in their correspondence.

While the savings to the companies that resulted from the increased proficiency of these employees was not formally documented, it can be surmised that time savings or customer service enhancing changes in employee behavior would ultimately result in a cost savings to the company. If the program is refunded the GHAL Board of Directors has committed to focussing its efforts on the collection of Level IV data.

RECOMMENDATIONS TO STRENGTHEN

WORKPLACE LITERACY PROGRAMS

The following recommendations for future workplace literacy programs stem from conversations with the staff and Board of Directors of the Greater Hartford Alliance for Literacy (GHAL).

1. The inability of GHAL to provide keyboarding and word processing training through GHAL funds prevented the men and women who enrolled in GHAL training from developing what are considered to be critical skills for entry-level jobs or promotions in the Hartford labor market. While these funds should emphasize basic literacy skills training, the GHAL program would have experienced a higher success rate if basic computer literacy were added to the Department of Education's formal definition of literacy, and some percentage of the funds made available for keyboarding and word processing training.

2. In hindsight I am convinced that my most important attribute as a project manager was great and enduring flexibility. Perhaps during our initial directors' meeting a panel of "seasoned" project directors could lay out their unique responses to some of the typical crises they faced, and how they were able to accommodate the changes. This kind of anecdotal information has been tremendously helpful to me as I negotiate the political and economic minefields that are inherent in workplace literacy programs. Critical issues to address include how we as directors balance the training requests of our corporate partners with our own need to meet the broader objectives of the grant; our concept of sound adult literacy programming vs. our corporate partners' need for "cost-effective" training; and techniques for encouraging the full commitment of company managers to the grant.

3. A number of workplace literacy programs have chosen to offer computer-assisted instruction as part of training. During project directors meetings it would be helpful for program operators who use computers to describe why they selected the software they did and how computerized instruction was integrated with classroom instruction or used as a stand-alone instructional system.

4. Other helpful topics for discussion at initial project directors meetings might include the following list. They could also be covered in handouts with suggested resource people for further information.

   -ways to leverage additional resources for the program including funding, personnel and services.

   -strategies for integrating total quality management concepts into basic skills curricula.

   -training models that involve family members, small businesses, trade unions, vendors/distributors and/or unemployed trainees in workplace literacy efforts.

5. Regional meetings of project directors would be excellent vehicles for periodically fine-tuning programs, and for the sharing of materials and strategies. Perhaps at national meetings volunteers could be identified to host a kick-off meeting in each region.

6. Representatives from the corporate partner(s) should be invited to all national project directors meetings.

7. The drawn out process for announcing grant award recipients has been extremely painful, and in many ways, antithetical to the efficiency and timeliness so valued by our corporate partners. All of GHAL's creative budgetting and program planning for the new funding cycle has sat dormant for four months while we wait to hear if we have been selected for refunding. Several announced deadlines have come and gone. The GHAL members cannot proceed with any concrete program planning until we know what level of funding will be available, or indeed, if no funding will be available at all from the U.S. Department of Education. This unnecessary delay disrupts the continuity of programming, threatens the loss of key staff members who must seek other more immediate employment, and undermines the morale of our staff and partners.

   I would urge the Office of Vocational and Adult Education to recognize that high functioning workplace literacy programs need sufficient up front planning time, and deserve accurate information on when and how funding decisions will be made. Whatever the outcome of the grant application, GHAL will continue to provide quality and cost-effective workplace literacy training to its members, but the past four months of waiting have definitely set the collaborative back. This uncertain funding announcement date is unnecessary and counterproductive to workplace literacy programming.

EVALUATION INSTRUMENTS

GHAL STATUS 12/91

TASK	TARGET START & END DATES	CURRENT STATUS			COMMENTS
		Started	In Process	Completed	
Identify Corporate Literacy Goals					
1. Identify planning team at each member corporation.	1989 - 10/90	√		√	Sometimes will be more than one person; will include others as project progresses.
2. Determine strategy for involving corporate management.	1989 - 4/91	√	√		Ongoing.
3. Implement strategy for involving corporate management.	1989 - End	√	√		Ongoing.
4. Determine criteria for measuring employees' increased effectiveness on the job.	10/90 - 6/91	√		√	Significant progress made. A Level 3 Evaluation has been drafted and will be implemented in the 3rd cycle.
5. Establish performance-based instructional outcomes.	10/90 - End	√	√		Have completed performance outcomes for each class. Continue to expand.
6. Determine procedures to ensure employee input into evaluation of the project.	10/90 - 4/91	√		√	Levels 1, 2, and 3 evaluation will have Participant input.
Conduct Company Needs Assessment					
1. Establish and train team to conduct needs assessment.	11/90 - 11/90	√		√	Needs assessment performed by instructors observing on-the-job performance, by GHAL Board meetings, and by pre-evaluations.
2. Determine literacy levels and learning contexts for selected entry level positions.	12/90 - 4/91	√	√		Ongoing.
3. Document oral communication requirements, requisite groupwork skills, problem solving skills, etc.	12/90 - 6/91	√	√		Oral communication requirements are being documented by a pre- and post-video and audio evaluation of participants. Groupwork skills are being documented and worked on continually.
4. Document employee performance standards and gaps.	12/90 - 4/91	√		√	Level 3 pre- and post-evaluations by both supervisors and trainees will document performance standards and gaps.

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GHAL STATUS 12/91

TASK	TARGET START & END DATES	CURRENT STATUS			COMMENTS
		Started	In Process	Completed	
Develop Curricula and Assessment System					
1. Establish involvement of employees and supervisors in curriculum development.	10/90 - 4/91	√		√	More on-site evaluation will take place. Evaluation results will provide feedback.
2. Design interim educational plans for each entry level job cluster.	8/90 - 11/91	√	√		Current program is more generic. On-site and OJT pieces will make training as job-specific as possible.
3. Develop master educational plan for 6-month pilot.	8/90 - 10/90	√		√	
4. Determine which courses will be offered at companies.	9/90 - 11/90	√		√	On-site courses are currently being held at 4 member corporations.
5. Establish final competencies and objectives for each job cluster and/or course.	10/90 - 4/91	√		√	Completed for each course
6. Coordinate course offerings with GHCC classes and labs.	7/90 - 4/91	√		√	Using math and language labs
7. Design competency-based curriculum using a vocational context.	9/90 - 4/91	√		√	
8. Establish steps for customizing curriculum for each job cluster during 6-month pilot phase.	9/90 - 12/90	√		√	
9. Incorporate varied instructional methods.	9/90 - 4/91	√		√	Peer tutoring and interns are being used. In-service workshops for GHAL staff on active learner participation, cooperative learning, and other topics are occurring once a month.
10. Design and implement student evaluation system.	9/90 - 4/91	√		√	TABE and CAPP pre- and post-tests are being used currently, as well as pre- and post-video and audio evaluations.
11. Ensure anonymity in pre- and post-tests.	10/90 - 4/91	√		√	
12. Design and implement documentation and recordkeeping system.	9/90 - 12/90	√		√	Spreadsheet was designed to track the budget. Demographic information is computerized.
13. Incorporate company handbooks, manuals, etc. into coursework.	11/90 - 4/91	√		√	

65

TASK	TARGET START & END DATES	CURRENT STATUS			COMMENTS
		Started	In Process	Completed	
14. Determine schedule for Center for Professional Advancement.	9/90 - 12/90	√		√	Center for Professional Advancement was renovated.
15. Develop student manuals listing available courses.	10/90 - 4/91	√		√	
Select and Purchase Instructional Materials					
1. Select and purchase software and hardware; troubleshoot, install and have operational.	7/90 - 7/91	√	√		Ten workstations have been ordered. Individual software packages have been ordered. Still looking for supplementary software.
2. Meet with software developers to finalize software.	9/90 - 11/90	√		√	
3. Establish delivery methods and instructional materials for non-computerized instruction.	9/90 - 4/91	√		√	
4. Identify additional equipment requirements and purchase.	8/90 - 4/91	√		√	
5. Coordinate use of software with other GHCC and corporate resources.	8/90 - 12/90	√		√	
Determine Recruitment and Selection Criteria and Logistics					
1. Determine criteria for selection/referral of participants.	9/90 - 10/90	√		√	Criteria = 5th - 10th grade level as measured by the TABE or CAPP.
2. Develop recruitment campaign for employees.	8/90 - 4/91	√		√	Brochure has gone out to all member companies. Each company has determined their own recruitment strategy.
3. Address issue of union involvement.	9/90 - 2/91	√		√	
4. Develop community recruitment campaign.	9/90 - 12/90	√		√	Successful campaign using community agencies, flyers, radio and TV advertising, etc. produced more interest than can be handled. Wait list has been formed.
5. Meet with ERDA, Job Connection, CBO's, school system Hartford College for Women to develop referral network.	9/90 - 10/90	√		√	Successful meetings took place.
6. Publicize program in newspaper, radio, flyers, etc.	9/90 - 6/91	√		√	

TASK	TARGET START & END DATES	CURRENT STATUS			COMMENTS
		Started	In Process	Completed	
Recruit, Select and Train Instructors					
1. Advertise for, interview and hire instructors.	9/90 - 4/91	√		√	5 part-time instructors and 3 part-time instructor aides have been hired. Two Board members sat on the hiring panel.
2. Investigate hiring and supervision through Hartford Adult Education.	8/90 - 11/90	√		√	
3. Train staff on JSEP.	11/90 - 8/91	√		√	Not continued. Staff will be trained on new software and hardware.
4. Train staff on the concept of workplace literacy.	10/90 - 4/91	√		√	Training was provided by way of orientation, reading materials, workshops and past experience.
5. Train staff on curriculum.	11/90 - 5/91	√		√	
6. Train staff on cooperative learning and empowerment.	12/90 - 6/91	√		√	In service workshops addressed these issues
7. Conduct staff development.	10/90 - End	√	√		Monthly in service workshops
8. Design role for tutors and student interns, recruit and train.	12/90 - 6/91	√	√		Ongoing.
Set up Center for Professional Advancement at GHCC					
1. Set up individual participant placement and monitoring system	9/90 - 1/91	√		√	
2. Set up participant intake process.	9/90 - 2/91	√		√	
3. Establish mechanisms to ensure participant choice.	9/90 - 2/91	√		√	
4. Develop participant EDP and handbook.	9/90 - 12/90	√		√	
5. Develop forms to monitor participant progress, self-evaluation, class evaluation.	9/90 - 4/91	√		√	Instructors are periodically testing students. Level 1 evaluation has been implemented.
6. Develop participant orientation session to program.	10/90 - 2/91	√		√	

GHAL STATUS 12/91

TASK	TARGET START & END DATES	CURRENT STATUS			COMMENTS
		Started	In Process	Completed	
Set up Instruction at Corporations					
1. Establish role of corporate liaison.	9/90 - 4/91	√		√	
2. Determine involvement of supervisors in recruiting participants.	9/90 - 2/91	√		√	
3. Finalize class logistics.	10/90 - 2/91	√		√	CPA logistics set.
4. Set up worker intake process.	10/90 - 2/91	√		√	
5. Set up participant monitoring system.	10/90 - 2/91	√		√	Evaluations, Case Manager weekly meetings with trainees.
6. Develop and implement curriculum customization at each company.	11/90 - End	√	√		Ongoing. OJT piece has increased with DOL money. New OJT money was received. Classes are being customized on an ongoing basis
7. Establish means of acknowledging workers who complete program and are successful on-the-job.	12/90 - 2/91	√		√	Certificates are given to those completing
8. Determine role of supervisors in visiting classes and supporting participants.	11/90 - 2/91	√		√	Supervisor involvement will increase with Level 3 evaluations.
9. Identify efficient way to share classes among corporations.	10/90 - 2/91	√		√	
Develop Case Management Component					
1. Define CM role at Center for Professional Advancement.	8/90 - 2/91	√		√	Role defined.
2. Work with corporate liaison to define CM role at companies.	10/90 - 6/91	√	√		Role not yet clearly defined for those to be trained at companies.
3. Develop plan for providing on-going counseling support for at-risk participants.	8/90 - 6/91	√		√	Two trained Child and Family Services counselors have joined the program using Dpt. of Labor funds. Their services will be used for at-risk participants, while case managers will do routine counseling and monitor participant progress.
4. Develop system for transfer of case management services to corporate personnel.	12/90 - 9/91	√	√		

TASK	TARGET START & END DATES	CURRENT STATUS			COMMENTS
		Started	In Process	Completed	
5. Advertise for, interview and hire part-time CM's.	9/90 - 4/91	√		√	3 part-time CM's were hired, and 1 part-time CM is funded by the City. The part-time positions may be consolidated into 1 full-time position.
6. Develop childcare resources on site.	9/90 - 12/90	√		√	Slots procured at area childcare sites, but trainees have not needed them.
7. Develop list of referral resources.	10/90 - 12/90	√		√	Community referral sources set up.
8. Explore use of Scooter Transportation system.	10/90 - 12/90	√		√	Too expensive; looking at other alternatives.
9. Develop role of Child and Family Services - finalize contract.	8/90 - 11/90	√		√	
10. Coordinate counseling services with outside agencies.	8/90 - 6/91	√		√	
Evaluate and Monitor Program					
1. Identify measurable implementation goals and prepare project workplan.	8/90 - 9/90	√		√	
2. Identify advisory/review committees.	8/90 - 11/90	√		√	Have formed several working committees: Publicity, Evaluation, Curriculum, Development/Finance.
3. Plan Process Evaluation data collection needs and approach.	8/90 - 9/90	√		√	By way of this form, quarterly status reports are performed.
4. Develop process data collection forms.	8/90 - 9/90	√		√	
5. Train staff to collect process data.	9/90 - 11/90	√		√	
6. Analyze and compile process data for reports.	Quarterly	√	√		
7. Prepare final process data report.	1/92 - 3/92				
8. Plan Formative Evaluation data collection needs & approach.	9/90 - 4/91	√		√	Level 1 evaluation is complete.
9. Develop formative data collection forms.	10/90 - 12/90	√		√	
10. Train staff to collect formative data.	10/90 - 5/91	√	√		
11. Analyze and compile formative data for report.	Ongoing	√	√		Level 1 evaluations will start Cycle 2. Level 2 evaluation is ongoing.

GHAL STATUS 12/91

TASK	TARGET START & END DATES	CURRENT STATUS			COMMENTS
		Started	In Process	Completed	
12. Prepare final formative evaluation report.	11/91 - 1/92	√	√		Outline completed for final report. First draft due to Evaluation Committee on 3/9; to the Board on 3/30.
13. Plan Summative Evaluation data collection needs and approach.	9/90 - 11/90	√		√	Will include process evaluation results, DOE quarterly reports, and results from levels 1, 2, and 3 evaluations. Outline finished.
14. Develop summative data collection forms.	10/90 - 5/91	√	√		Data on program is being collected and will be included in final report.
15. Train staff to collect summative data.	10/90 - 5/91				
16. Analyze and compile summative data for report.	12/91 - 1/92	√	√		
17. Prepare final summative data report.	1/92 - 2/92	√	√		
18. Arrange for Tunxis, GHCC and MCC data collection.	8/90 - 12/90	√		√	Collecting data for courses taking place at MCC
19. Develop level three evaluation.	1/91 - 6/91	√		√	Level 1 pre and post evaluation started in cycle 1
20. Develop level four evaluation.	1/91 - 1/91	√		√	Level 4 data will not be collected. Group may revisit this for next grant
Develop Job Placement/OJT Component					
1. Develop job placement strategy with companies.	11/90 - 6/91	√		√	
2. Investigate OJT component with ERDA.	8/90 - 11/90	√		√	This option has been investigated, and is not possible.
3. Coordinate OJT contract with State DOL.	8/90 - 2/91	√		√	In place. $20,000 has been received; may be more funds next cycle.
4. Develop and institute work readiness and employment search classes.	9/90 - 4/91	√		√	In place now.
5. Arrange for visits to companies, presentations, mock interviews.	11/90 - 4/91	√		√	
6. Develop pre-apprentice/shadowing component.	11/90 - 4/91	√		√	Decided not to implement formally. Some trainees are interning at local hospitals.

TASK	TARGET START & END DATES	CURRENT STATUS			COMMENTS
		Started	In Process	Completed	
7. Coordinate instruction with RBN OJT component.	7/90 - 2/91	√		√	This has been investigated. This group is not interested in doing the OJT component, so GHAL will be handling this internally.
8. Develop follow up system for OJT trainees.	1/91 - 6/91	√		√	Case managers are working with OJT trainees.
Overall Project Management					
1. Liaison with corporations via GHAL Board.	7/90 - End	√		√	Liaisons are established.
2. Recruit and train full-time Learning Center and CM Coordinators.	7/90 - 8/90	√		√	
	9/90 - End	√	√		
3. On-going staff supervision and training.	7/90 - End	√	√		
4. Coordinate services with Business and Industry Services.					
5. Monitor budget and oversee expenditures (coordinate with Foundation).	8/90 - End	√	√		So far, project is running within budget. The project has requested a fourth month extension. A new budget spreadsheet has been designed to track the budget. A revised budget has been submitted to Washington reallocating funding into on site training and software. For the next grant, there should be a Budget Committee of the Board.
6. Represent project at state, regional and college meetings.	9/90 - End	√	√		Presentations thus far at conferences: Fairfield, COABE, AAACE.
7. Monitor project's movement towards goals.	7/90 - End	√	√		Quarterly status reports.
8. Develop additional funding sources.	8/90 - End	√	√		Travelers is now a member. In-kind donations have been documented. Fundraising Committee is active. DOL money procured for OJT. Hartford Adult Education contract leverages state education money. New contracts with Hartford Adult Education and DOL for OJT are being completed. Proposal submitted to funding source for second cycle of funding. Lost CIGNA as a partner, 7 - 8 current partners will contribute private matching funds for the federal dollars of workplace literacy grant.
9. Prepare and submit quarterly reports to U.S. DOE, GHAL Board and GHCC.	8/90 - End	√	√		

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TASK	TARGET START & END DATES	CURRENT STATUS			COMMENTS
		Started	In Process	Completed	
10. Disseminate project information to other colleges and corporations, ERIC and other clearinghouses. Elicit publicity through local, state and national sources.	1/91 - End	√	√		Extensive information sent to other training programs . Articles have appeared in the Hartford Courant, New York Times, and 10 state papers. An article also appeared in the Business and Literacy Communities Newsletter. Dissemination activities will increase during the final three months of the grant. GHAL will make a presentation at the COABE Conference, and disseminate "best practices" to local colleges an businesses. Plans to write an article for major professional journal are underway.
11. Provide technical assistance to promote project replication.	6/91 - End	√	√		Ruth sends out information regularly. GHAL will present at additional conferences.
12. Develop and maintain communication with U.S. Department of Education.	7/90 - End	√	√		Sarah Newcomb attended 4/10 Board meeting.
13. Resubmission of workplace literacy grant.	6/91 - 1/92	√	√		Current money expires 2/92. Resubmitted grant. New grant will cover 4/92 - 10/93. Will hear by March

On-site Evaluation

PARTICIPANT EVALUATION

Name: _____

Course Title: ESL (Food Services)

1. Before taking this course, my understanding of English was:

   1 2 3 4 5 6 7 8 9 10
   very poor ... excellent

2. Before taking this course, my speaking of English was:

   1 2 3 4 5 6 7 8 9 10
   very poor ... excellent

3. [FOR THE WRITING GROUP ONLY]
   Before taking this course, my writing skills in English were:

   1 2 3 4 5 6 7 8 9 10
   very poor ... excellent

4. Now my understanding of English is:

   1 2 3 4 5 6 7 8 9 10
   very poor ... excellent

5. Now my spoken English is:

   1 2 3 4 5 6 7 8 9 10
   very poor ... excellent

6. [FOR THE WRITING GROUP ONLY]
   Now my writing skills are:

   1 2 3 4 5 6 7 8 9 10
   very poor ... excellent

7. Which activities in class helped you the most ?

8. The teacher was:

1	2	3	4
poor	fair	good	excellent

9. The class materials (such as worksheets, flipcharts, tapes) were:

1	2	3	4
poor	fair	good	excellent

10. The teacher went through the material:

1	2	3
too quickly	just right	too slowly

11. Overall, the course was:

1	2	3	4
poor	fair	good	excellent

12. What else would you like to have included in the course?

13. What other course would you like to take?

Thank You.

STUDENT _____ CLASS English

DATES: TEACHER _____

Mid-Cycle Assessment _____

Final Assessment _____

Please evaluate the student's mastery of the following competencies.

	GOOD	FAIR	NEEDS IMPROVEMENT
A. Reading and Thinking Skills			
1. Basic reading comprehension-locates information, identifies main idea	___ ___	___ ___	___ ___
2. Understanding of job related forms such as applications, price sheets, etc.	___ ___	___ ___	___ ___
3. Critical thinking skills-makes inferences, evaluates what is read or heard	___ ___	___ ___	___ ___
4. Appreciation of cultural diversity and exploration of social values	___ ___	___ ___	___ ___
B. Writing Skills			
1. Handwriting legibility, correct spelling and grammar	___ ___	___ ___	___ ___
2. Use of organizational plan and effective expression of ideas	___ ___	___ ___	___ ___
3. Ability to complete job related forms such as work orders, telephone memos, etc.	___ ___	___ ___	___ ___
C. Speaking/Listening Skills			
1. Clear communication of ideas	___ ___	___ ___	___ ___
2. Responsive listening	___ ___	___ ___	___ ___
3. Ability to answer and manage phone calls appropriately	___ ___	___ ___	___ ___

D. Interpersonal Skills

1. Ability to work as part of a team ___ ___ ___ ___ ___ ___
2. Effective time management ___ ___ ___ ___ ___ ___
3. Positive self image and use of criticism ___ ___ ___ ___ ___ ___
4. Ability to analyze problems and employ problem solving skills ___ ___ ___ ___ ___ ___

GRADES:

COMMENTS:

Mid-cycle Assessment

Final Assessment

Mid-term Student's Signature_____ Date _____

Teacher's Signature_____ Date _____

Final Teacher's Signature_____ Date _____

STUDENT _____ CLASS Math

DATES: TEACHER _____

Mid-Cycle Assessment _____

Final Assessment _____

Please evaluate the student's mastery of the following competencies.

	GOOD		FAIR		NEEDS IMPROVEMENT	
A. Computation Skills						
1. Whole numbers	___	___	___	___	___	___
2. Fractions	___	___	___	___	___	___
3. Decimals	___	___	___	___	___	___
4. Percentages	___	___	___	___	___	___
B. Problem Solving Skills						
1. Banking functions - balancing a check book, comparing rates, computing interest	___	___	___	___	___	___
2. Reading circle and bar graphs	___	___	___	___	___	___
3. Interpreting tables	___	___	___	___	___	___
4. Understanding unit pricing	___	___	___	___	___	___
5. Figuring averages	___	___	___	___	___	___
6. Using measurements	___	___	___	___	___	___
7. Reading scales, meters and dials	___	___	___	___	___	___
C. Calculator Use	___	___	___	___	___	___
D. Interpersonal Skills						
1. Ability to work as part of a team	___	___	___	___	___	___
2. Effective time management	___	___	___	___	___	___
3. Positive self-image and use of criticism	___	___	___	___	___	___
4. Problem solving skills	___	___	___	___	___	___

GRADES:

COMMENTS:

Mid-cycle Assessment

Final Assessment

Mid-term Student's Signature_____ Date _____

Teacher's Signature_____ Date _____

Final Teacher's Signature_____ Date _____

STUDENT _____ CLASS ESL

DATES: TEACHER _____

Mid-Cycle Assessment _____

Final Assessment _____

STUDENT STRENGTHS AND ABILITIES

Please evaluate the student's mastery of the following competencies.

	GOOD	FAIR	NEEDS IMPROVEMENT
I. VERBAL COMMUNICATION SKILLS			
A. Speaks clearly and correctly			
1. Accurate pronunciation of words	___ ___	___ ___	___ ___
2. Correct Grammar & Usage	___ ___	___ ___	___ ___
3. Can read the letters of the alphabet, numbers, and money orally	___ ___	___ ___	___ ___
B. Listens With Understanding			
1. Can take notes as the teacher is speaking	___ ___	___ ___	___ ___
2. Can do an exercise by listening to the teacher for directions	___ ___	___ ___	___ ___
3. Can speak about feelings, ask for help, agree and disagree, etc.	___ ___	___ ___	___ ___
C. Can talk about issues such as money, health care, housing, employment, etc.	___ ___	___ ___	___ ___
II. READING SKILLS			
A. Can locate information, identify the main idea and tell what the story is about	___ ___	___ ___	___ ___

	GOOD	FAIR	NEEDS IMPROVEMENT
III. WRITING SKILLS			
A. Uses correct spelling	___ ___	___ ___	___ ___
B. Uses correct tenses	___ ___	___ ___	___ ___
C. Uses correct punctuation	___ ___	___ ___	___ ___
D. Able to write a short story	___ ___	___ ___	___ ___
IV. JOB SKILLS			
A. Can use want ads and telephone to get jobs information	___ ___	___ ___	___ ___
B. Able to complete job applications	___ ___	___ ___	___ ___
C. Has a fact sheet and/or resume	___ ___	___ ___	___ ___
D. Can handle an interview	___ ___	___ ___	___ ___
E. Shows an understanding of on-the-job issues such as time management, cultural diversity, etc.	___ ___	___ ___	___ ___

GRADES:

COMMENTS:

Mid-cycle Assessment

Final Assessment

Student Signature _____

Teacher Signature _____

STUDENT _____ CLASS Job Skills

DATES: TEACHER _____

Mid-Cycle Assessment _____

Final Assessment _____

Please evaluate the student's mastery of the following competencies.

	GOOD	FAIR	NEEDS IMPROVEMENT
I. JOB SEEKING SKILLS			
A. A self-inventory of abilities and interests has been completed	___ ___	___ ___	___ ___
B. Student has demonstrated information gathering skills	___ ___	___ ___	___ ___
C. Applications can be correctly completed and a fact sheet or resume has been developed	___ ___	___ ___	___ ___
D. Interview techniques have been practiced and perfected	___ ___	___ ___	___ ___
E. On the job problems and possible solutions have been identified and discussed	___ ___	___ ___	___ ___
II. JOB KEEPING SKILLS			
A. Cooperative team work demonstrated	___ ___	___ ___	___ ___
B. Successful time management used	___ ___	___ ___	___ ___
C. Problem solving strategies developed	___ ___	___ ___	___ ___
D. Interpersonal relationships understood and managed successfully	___ ___	___ ___	___ ___
E. Listening skills demonstrated	___ ___	___ ___	___ ___
F. Techniques for processing criticism have been used	___ ___	___ ___	___ ___

GRADES:

COMMENTS

Mid-cycle Assessment

Final Assessment

Mid-term Student's Signature_____ Date _____

Teacher's Signature_____ Date _____

Final Teacher's Signature_____ Date _____

91 A

STUDENT _____ DATE _____

Participant Objectives

	Improvement Greatly Needed	Improvement Somewhat Needed	I already have this skill
I. READING			
I would like to...			
1. understand the main point of what I read	_____	_____	_____
2. find the facts quickly and remember them	_____	_____	_____
3. discuss what I read intelligently	_____	_____	_____
4. better understand different kinds of reading:			
a. memos_____, forms_____, manuals_____,and_____ from work	_____	_____	_____
b. newspaper and magazine articles	_____	_____	_____
c. stories	_____	_____	_____
d. applications_____, directions_____, and_____ from my daily life	_____	_____	_____
II. WRITING			
I would like to...			
1. improve my spelling	_____	_____	_____
2. correct my grammar mistakes	_____	_____	_____
3. write better sentences	_____	_____	_____
4. organize my thoughts on paper	_____	_____	_____
5. use the right words when writing	_____	_____	_____
6. express my idea clearly in writing	_____	_____	_____

	Improvement Greatly Needed	Improvement Somewhat Needed	I already have this skill
I would like to write better...			
1. notes and letters	_____	_____	_____
2. memos	_____	_____	_____
3. phone messages	_____	_____	_____
4. directions	_____	_____	_____
5. reports	_____	_____	_____
6. work orders	_____	_____	_____
7. and _____	_____	_____	_____

III. COMMUNICATION - SPEAKING AND LISTENING

I would like to...			
1. improve my pronunciation	_____	_____	_____
2. correct my spoken grammar and slang	_____	_____	_____
3. use business English when needed	_____	_____	_____
4. express my thoughts clearly	_____	_____	_____
5. speak with confidence	_____	_____	_____
6. learn the right words for different situations such as_____.	_____	_____	_____
7. understand what people say to me	_____	_____	_____
I need to speak more effectively when I...			
1. talk to my supervisor_____, co-workers_____.	_____	_____	_____
2. talk to customers(the public)	_____	_____	_____
3. use the phone	_____	_____	_____
4. give directions	_____	_____	_____
5. ask for help or clarification	_____	_____	_____
6. discuss a problem	_____	_____	_____
7. talk to medical people_____, social workers_____, teachers_____, sales-people_____, landlords_____, and _____.	_____	_____	_____

	Improvement Greatly Needed	Improvement Somewhat Needed	I already have this skill
IV. COMPUTATION			
I need to improve my ability to...			
1. add____, subtract____, multiply____, and divide____ using whole numbers	_____	_____	_____
2. use common fractions____, decimal fractions____, and percentages____ e.g. counting money____, calculating sales-tax____, figuring discounts____, and understanding unit pricing____	_____	_____	_____
3. convert fractions, decimals and percentages when necessary	_____	_____	_____
4. figure averages	_____	_____	_____
5. estimate and round off numbers	_____	_____	_____
6. interpret ratio and proportion e.g. preparing mixtures, figuring pay rates	_____	_____	_____
7. understand graphs and tables	_____	_____	_____
8. interpret basic measurement instruments e.g. rulers____, scales____, gauges____, and_____.	_____	_____	_____
9. solve measurement problems involving area, volume, weight and_____.	_____	_____	_____
10. use a calculator for many different functions	_____	_____	_____
11. use math to solve other problems at work or in my daily life such as _____ _____.	_____	_____	_____

	Improvement Greatly Needed	Improvement Somewhat Needed	I already have this skill
V. WORK SUCCESS SKILLS			
I would like to improve my ability to...			
1. be a good teamworker, sharing responsibilities and cooperating with co-workers	_____	_____	_____
2. accept criticism and learn from it	_____	_____	_____
3. organize my work carefully	_____	_____	_____
4. manage my time well	_____	_____	_____
5. be more effective on my job at solving problems	_____	_____	_____
6. be punctual	_____	_____	_____
7. be responsible and dependable	_____	_____	_____
8. dress and act professionally	_____	_____	_____
9. be approchable so that customers/ co-workers are comfortable talking or working with me	_____	_____	_____
10. be comfortable and knowledgeable about the cultural differences of my co-workers	_____	_____	_____

CENTER FOR PROFESSIONAL ADVANCEMENT
CLASS EVALUATION

Unemployed_____

If employed, job title_____

Name of class_____

Please help us evaluate your class to make it better for future groups. **CIRCLE** your answer.
(A = attention, R = relevant, C = confident, S = satisfaction)

1. The class held my attention. (A)

AGREE **DO NOT AGREE** **NOT SURE**

2. What I learned in this class will help me in the future. (R)

AGREE **DO NOT AGREE** **NOT SURE**

3. I do <u>not</u> see a link between what I learned in this class and the real world. (R)

AGREE **DO NOT AGREE** **NOT SURE**

4. Having more people from the companies speak in class would make the lessons more real for me. (R)

AGREE **DO NOT AGREE** **NOT SURE**

5. There were <u>not</u> enough chances to practice what I learned during class. (C)

AGREE **DO NOT AGREE** **NOT SURE**

6. I feel better about myself now than before the class. (C)

AGREE **DO NOT AGREE** **NOT SURE**

7. Class discussions were helpful to me. (S)

AGREE **DO NOT AGREE** **NOT SURE**

8. The work was too easy. (S)

AGREE **DO NOT AGREE** **NOT SURE**

9. The books and handouts helped me learn. (S)

AGREE DO NOT AGREE NOT SURE

10. I would recommend this class to a friend. (S)

AGREE DO NOT AGREE NOT SURE

If you have a job, please answer these questions:

1. This class helped me become a better worker. (C)

AGREE DO NOT AGREE NOT SURE

2. I will use the skills I learned in this class on my job. (C)

AGREE DO NOT AGREE NOT SURE

3. What I learned in this class will help me get ahead at work. (C)

AGREE DO NOT AGREE NOT SURE

4. Not many things I learned in this class relate to my job. (R)

AGREE DO NOT AGREE NOT SURE

If you do not have a job, please answer these questions:

1. I will be able to use what I learned in class when I get a job. (C)

AGREE DO NOT AGREE NOT SURE

2. This class will not help me get a job. (R)

AGREE DO NOT AGREE NOT SURE

Teacher

1. The teacher moved too slowly for me. (A)

AGREE DO NOT AGREE NOT SURE

2. The teacher made the class interesting for me. (A)

AGREE DO NOT AGREE NOT SURE

3. The teacher made sure we had enough practice. (C)

AGREE DO NOT AGREE NOT SURE

4. The teacher linked what we learned in class to the real world. (R)

AGREE DO NOT AGREE NOT SURE

5. The teacher knew a lot about what he/she taught. (S)

AGREE DO NOT AGREE NOT SURE

6. The teacher did <u>not</u> explain things clearly. (S)

AGREE DO NOT AGREE NOT SURE

Please complete the following sentences:

1. The best part of this class for me was:

2. Next time, I think the class should be changed by:

Other comments or ideas:

CENTER FOR PROFESSIONAL ADVANCEMENT
PROGRAM EVALUATION

Unemployed _____

If employed, job title_____

Number of GHAL classes taken_____

Please help us evaluate the GHAL program to make it better for future groups. **CIRCLE** your answer.

(A = attention, R = relevant, C = confident, S = satisfaction)

1. What I learned in GHAL will help me in the future. (R)

AGREE **DO NOT AGREE** **NOT SURE**

2. I do <u>not</u> see a link between what I learned in GHAL and the real world. (R)

AGREE **DO NOT AGREE** **NOT SURE**

3. I feel better about myself after GHAL than before the training. (C)

AGREE **DO NOT AGREE** **NOT SURE**

4. There were <u>not</u> enough chances to practice what I learned during class. (C)

AGREE **DO NOT AGREE** **NOT SURE**

5. After GHAL, I am more sure about what I can do. (C)

AGREE **DO NOT AGREE** **NOT SURE**

6. The classes I took were related to each other.

AGREE **DO NOT AGREE** **NOT SURE**

7. I would recommend GHAL to a friend. (S)

AGREE **DO NOT AGREE** **NOT SURE**

If you have a job, please answer these questions:

1. GHAL training helped me become a better worker. (C)

AGREE **DO NOT AGREE** **NOT SURE**

2. I will be able to use what I learned in GHAL on my job. (C)

AGREE **DO NOT AGREE** **NOT SURE**

3. Not many things I learned in GHAL relate to my job. (R)

AGREE **DO NOT AGREE** **NOT SURE**

4. What I learned in GHAL will help me move ahead at work. (C)

AGREE **DO NOT AGREE** **NOT SURE**

If you do not have a job, please answer these questions:

1. I will be able to use what I learned in GHAL when I get a job. (C)

AGREE **DO NOT AGREE** **NOT SURE**

2. GHAL training will not help me get a job. (R)

AGREE **DO NOT AGREE** **NOT SURE**

GHAL Staff

1. The staff of the Center for Professional Advancement helped me when I had a problem.

AGREE **DO NOT AGREE** **NOT SURE**

2. The staff was interested in helping me improve.

AGREE **DO NOT AGREE** **NOT SURE**

Please complete the following sentences:

1. The best part of GHAL for me was:

---

2. Next time, I think GHAL should be changed by:

Other comments or ideas:

Oral Communications Assessment

Name_____ Class_____ Teacher_____

In speaking the person being evaluated...	Pre-Assessment (/ /91) N/A	Yes	No	Post-Assessment (/ /91) N/A	Yes	No
1. uses complete sentences						
2. avoids straying from the main point						
3. presents facts and ideas in a logical sequence						
4. uses appropriate, correct vocabulary						
5. expresses ideas clearly, simply, and directly						
6. pronounces words correctly and enunciates clearly						
7. uses correct grammar						
8. controls the pitch and volume of his or her voice						
9. uses nonverbal behavior appropriately, including...						
a. uses body language (e.g. gestures, posture, facial expression) to reinforce the spoken message						
b. maintains eye contact with listeners						
c. avoids distracting mannerisms						
10. In listening the person being evaluated...						
a. concentrates fully on the speaker						
b. remains open-minded toward the speaker						
c. maintains eye contact with speaker						
d. avoids use of distracting mannerisms(tapping foot,etc.)						
e. responds actively to speaker						

GHAL Transfer of Skills Evaluation

Please check the appropriate answer. This is a: PRE-EVALUATION _____
POST-EVALUATION _____

DATE: _____

Section I: General Skills	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
1. Employee reports to work on time.						
2. Employee stays within guidelines for lunch & breaks.						
3. Employee calls in when late or absent.						
4. Employee sets (or follows) appropriate priorities.						
5. Employee meets deadlines.						
6. Employee dresses appropriately for the job.						
7. Employee works well with co-workers.						
8. Employee works well with immediate supervisor.						
9. Employee displays self-confidence.						
10. Employee asks for assistance when needed.						
11. Employee answers phone appropriately.						
12. Employee takes accurate phone messages.						

Section I: General Skills (continued)	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
13. Employee asks appropriate questions to get information.						
14. Employee finds own errors with minimal assistance.						
15. Employee is able to catch other people's errors.						

Please provide comments/specific examples of employee demonstrating or not demonstrating these skills:

Section II: English, English as a Second Language (ESL)	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
1. Employee orally communicates information clearly and accurately.						
2. Employee prepares forms accurately and completely.						
3. Employee interprets written communication correctly.						
4. Employee's written communication uses accurate spelling and punctuation.						
5. Employee uses proper sentence and paragraph structure.						
6. Employee uses proper grammar.						
7. Employee speaks without a strong accent.						
8. Employee speaks with confidence.						
9. Employee understands what people say to him/her.						

Please provide comments/specific examples of employee demonstrating or not demonstrating these skills:

Section III: Math	Outstanding	Exceeds Standards	Usually Meets Standards	Occasionally Meets Standards	Does Not Meet Standards	Not Applicable
1. Employee is able to perform math calculations on the job with minimal effort.						
2. Employee files accurately using numeric files.						
3. Employee knows how to use a calculator/adding machine.						
4. Employee can interpret numerical graphs or tables.						

Please provide comments/specific examples of employee demonstrating or not demonstrating these skills:

PUBLICITY ARTICLES AND BROCHURES

DO YOU NEED TO...

- .IMPROVE YOU READING, WRITING AND MATH SKILLS?
- .DEVELOP YOU ENGLISH LANGUAGE SKILLS?
- .LEARN HOW TO FIND AND KEEP A JOB THAT'S RIGHT FOR YOU?
- .PREPARE YOURSELF FOR A JOB WITH A FUTURE?

WE HAVE THE SOLUTION FOR YOU:

The Center for Professional Advancement at Greater Hartford Community College is designed to help you improve your basic skills so you can be more competitive in the job market. We can help you select and prepare for a job in banking, insurance or management.

COURSES AVAILABLE IN

BASIC SKILLS
READING
WRITING
MATHEMATICS
JOB SEEKING SKILLS
TEAMBUILDING
CRITICAL THINKING
ON THE JOB
ENGLISH AS A SECOND LANGUAGE

ADDITIONAL FREE SERVICES:
Career Counseling, Job Referral, On-the-Job Training.

CPA STAFF

520-7808 or 520-7893

CALL IVETTE RIVERA-DREYER FOR MORE INFORMATION.

The Center for Professional Advancement is sponsored by:

Aetna Life and Casualty
CIGNA Corporation
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Pratt & Whitney Company
Business & Industry Services-Network of the Community-Technical College System
Governor's Commission on Literacy
Greater Hartford Community College
Connecticut Department of Labor

CAREER FOR PROFESSIONAL ADVANCEMENT

GREATER HARTFORD COMMUNITY COLLEGE

The Travelers Corporations

ESSENTIAL WORKPLACE SKILLS

Corporate Education is pleased to offer a variety of developmental opportunities specifically for employees who need to upgrade their essential workplace skills. These opportunities respond to the increasing demands of the changing workplace and the unique training needs of today's workforce.

We are offering these courses to help employees enhance their professionalism, improve their productivity, and increase their value to The Travelers.

The available courses are:

- **English as a Second Language**
  Individuals whose first language is not English can improve their skills in speaking, reading, and writing standard American English in the business environment.

  Part One, which will begin in March, will emphasize speaking, pronunciation, and listening skills. Part Two, which will begin in May, will emphasize writing and reading comprehension.
  Fee: $100 (for 16 weeks)

- **English Enhancement for Business Professionals**
  Supervisors, technical specialists, and individual contributors whose first language is not American English can increase their speaking skills, writing ability, and professional effectiveness. The course also addresses issues of American culture, business practices, and workplace norms.

  Part One, which will begin in March, will emphasize speaking, articulation, pronunciation, intonation, grammar, and listening skills. Part Two, which will begin in May, will emphasize writing.
  Fee: $300 (for 16 weeks)

- **Communication Skills for the Workplace**
  Individuals can improve oral and written communication skills, including grammar, articulation, and business communication. The class integrates communication skills with professionalism, customer service, team work, and problem-solving. Participants practice speaking to groups and on the telephone to build confidence and increase skills.

  Part One, which will begin in March, will emphasize professionalism, customer service, and speaking skills. Part Two, which will begin in May, will emphasize writing skills.
  Fee: $150 (for 20 weeks)

- **Math Skills for the Workplace**
  Individuals can improve skills in problem-solving, basic bookkeeping, using a calculator, interpreting charts and graphs, and applying computational skills in the financial services industry.
  Fee: $50

The following information applies to all workplace skills courses:

- Courses typically meet twice a week for two hours per class. Most courses are available only during work hours and will require release time for employees.

- Courses can be customized to include specific job-related vocabulary, materials, and activities.

- Courses will be scheduled based on demand. Courses require a minimum enrollment of 10-12 persons. Contact Corporate Education to enroll.

PROFESSIONAL SKILLS ENHANCEMENT — THE SIMULATED OFFICE

Individuals with administrative, support, or customer service responsibilities can enhance their professional and business skills. Training will occur in Corporate Education's new simulated office, where employees practice skills and receive coaching in a realistic Travelers work setting.

Each professional skills program is customized to meet the specific needs of a department. Available modules include:

- telephone skills
- customer service
- negotiation skills and conflict resolution
- prioritizing and time management
- oral and written communication
- Travelers software applications (TEMS, DW4, Lotus)

Programs typically are 8-10 weeks, 24-30 hours.

Fee: Contact Corporate Education for additional information.

January 10, 1992

TO: Printing Center Supervisors

FR: John Henderson
Work Place Team

Robert Caffrey
Corporate Education

The results of the TPC Work Place Skills Assessment indicated that a portion of our workforce needs to improve essential skills. These skills include reading and basic math.

ITT Hartford supports two programs that we want employees to know about. The first is a program a Greater Hartford Community College called the Center for Professional Advancement. It offers several courses that some employees might find useful (see course descriptions.) Courses are free. Day and evening classes are available. Several ITT Hartford employees have attended these classes and have found them exceptionally effective.

The second program, Read to Succeed, is for employees who need to improve fundamental reading and comprehension skills. This program is run by the Hartford Regional YMCA and is free, too.
If you know of employees whose basic skills need improvement, you could:

*talk to them about these two programs

*encourage them to talk to a member of the Work Place Team for more information and support

*suggest they can Robert Caffrey at 241-4377 for a confidential referral.

Please distribute the attached flyers to all employees so that anyone who might benefit from these programs will know about them. Thank you.

CIGNA Corporation

DO YOU WANT TO

- Improve Your Reading and Math Skills
- Improve Your English
- Do Your Job Better
- Help Yourself, Your Co-workers, Your Family and Friends?

You can attend free classes at the Center for Professional Advancement, Greater Hartford Community College. You can attend classes during the day or at night. Classes start in March.

YOU CAN DO IT!

Talk to a member of the TPC Work Place Team to learn more.

Building Basic Skills

Aetna Life & Casualty

Prepare yourself for a job in banking, insurance, or manufacturing. The Center for Professional Advancement of the Greater Hartford Community College offers courses and other services to help you gain the basic skills needed to be competitive in today's job market.

Assess Your Needs

The Center for Professional Advancement (CPA) of the Greater Hartford Community College can help you prepare for, find, and keep the job that's right for you. CPA offers a variety of courses and other services that will help you if you need to:

- Improve your reading, writing, and math skills
- Develop your English language skills
- Prepare yourself for a job with a future
- Learn to find and keep the job that's right for you

Courses

CPA offers courses in:

- Basic Skills
- Reading
- Writing
- Mathematics
- Job-Seeking Skills
- Team Building
- Critical Thinking on the Job
- English as a Second Language

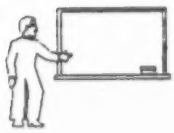
Information

Courses and other services offered by the CPA are free of charge. To enroll or for more information, call Ivette Rivera-Dreyer at 520-7808 or 520-7931.

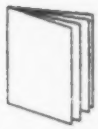
Ensign-Bickford Industries, Inc.

TRAINING

Do You Need To :



- *Improve Your Reading, Writing And Math Skills ?*
- *Develop Your English Language Skills ?*
- *Prepare Yourself For A Job With A Future ?*
- *Acquire Skills For Job Advancement ?*



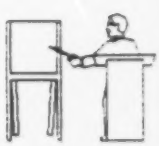
The Center For Professional Advancement

At Greater Hartford Community College Is Designed To Help You Improve Your Basic Skills So You Can Be More Competitive On The Job !

Courses Are Available In:

- *English As A Second Language*
- *Writing*
- *Reading*
- *Mathematics*
- *Interpersonal Skills*
- *Problem Solving*
- *Teambuilding*
- *Time Management*

The Center For Professional Advancement Is Sponsored By:



- * *AEtna Life and Casualty*
- * *Ensign-Bickford Industries, Inc.*
- * *Connecticut National Bank*
- * *Connecticut Bank and Trust*
- * *Connecticut Department Of Labor*
- * *Business & Industry Services Network of the Community-Technical College System*
- * *CIGNA Corporation*
- * *ITT/Hartford Insurance*
- * *Pratt & Whitney Company*
- * *Greater Hartford Community College*
- * *Governor's Commission On Literacy*

Contact Your Personnel Department Or Call Ivette Rivera-Dreyer For More Information.

520-7808 or 520-7893

AT NO COST !

Changing requirements

Corporate Education aims to ensure basic skills competency

More than three-quarters of all the new jobs created between now and the year 2000 will require post-high school training. But as job requirements have increased, the skill level of the workforce has not kept pace.

Concern over the widening gap between the skills needed in the workplace and the education and training level of the available workforce has prompted Corporate Education to develop a strategy for ensuring basic skills competency among Travelers employees.

"Our goal is to provide all workers with the training they need to upgrade essential workplace skills," says Linda Lewis, vice president, Corporate Education. "It is in the best interests of the company to invest the time and energy to make its entire workforce as productive and effective as possible."

"The reality is that a high school diploma doesn't guarantee you an entry-level job any more."

Two-pronged approach

Corporate Education's response to changes in the workplace and workforce is a two-pronged approach — providing basic skills and business skills training for current workers, and, at the same time, supporting training for unemployed men and women in the community who may be future job candidates. "The reality is that a high school diploma doesn't guarantee you an entry-level job any more," says David Zacchei, director, Workplace Education. "Computer skills are a must. Entry-level workers need to be problem solvers and critical thinkers and must have strong interpersonal skills."

"Jobs have been combined in many business units. In some cases, a job that used to require a few simple skills may now require more complex skills," explains Zacchei. Also, some business units have gone to the "team" concept, requiring that workers know how to work effectively with co-workers, which is a skill Zacchei says can be developed.

Supervisors surveyed

Last month, Corporate Education sent a survey to 1,000 home office supervisors to document the perceived need of basic skills training and identify the business units where that training is necessary. Based on the results of the survey, Corporate Education will develop programs that meet employee needs.

Several initiatives are already underway:

- About 13 Food Services workers participate in an "English as a Second Language" course. Among other things, the instructor drills students on vocabulary and pronunciation of fruits and vegetables.
- In the Printing Center, Corporate Education is analyzing the competency level needed to perform various jobs. Computers and new technology and procedures within the printing facility requires that workers be flexible and able to do several different jobs well. "We'll look at ways of enhancing and increasing the skills of production workers so they can adapt to the ever changing field of printing," says Zacchei.

Dick Porell, senior vice president, Facilities and Administrative Services, says there's a great need to upgrade workplace skills, especially among employees with diverse experiences and backgrounds. "The workplace of tommorrow will be much different than the workplace of 20 or even 10 years ago. Requirements for entry level jobs will be more demanding," says Porell. "It's important that our education efforts adapt to meet the needs of this changing workforce."

- In Corporate Finance, there are employees who speak and write English as a second language. "They are technically proficient, but would benefit from enhanced oral communication skills," says Ernie Bleau, second vice president, Finance Human Resources. He adds that his area is working closely with Zacchei to identify developmental needs and plan instructional programs to assist employees.

"It's convenient having someone in-house to work with," says Bleau. "Dave knows what's available at local colleges and what courses would be most appropriate for employees here."

- Corporate Education has created a "simulated office" designed for retraining and enhancing the skills of office workers. Zacchei says plans call for soliciting work from the field and home offices for people to do while they learn such things as proper phone etiquette, customer service, time management and organizational skills.

Photo by John Addario

...Jackie Egan of Greater Hartford Community College gives basic skills instruction to Travelers employees during a recent training session.

To provide basic skills training in Hartford, Travelers works through the Greater Hartford Alliance for Literacy, a private-public consortium of eight companies and the community technical college system. The alliance received a $380,000 grant from the U.S. Department of Education, as well as grants from member corporations and the state departments of Labor and Education.

"We work with the instructor to develop the right curriculum.

Travelers' participation in the Hartford alliance is a prototype for similar programs that could be started around the country. "Workplace education is not restricted to Hartford activities. We are available to work with field offices in setting up courses for their employees and will work with instructors from local community colleges if necessary," says Lewis.

Corporate Education or the business unit identifies a need within a business unit, then contacts the community college or other community-based organizations. "We work with the instructor to develop the right curriculum. We want the courses to be job-specific, so that material covered in the course is relevant to the employee's job," says Zacchei.

This month, Corporate Education will distribute its July-December course catalog. Six new courses have been developed in the basic skills area to help employees enhance their professionalism, improve their productivity and increase their value to Travelers. The available courses include "English as a Second Language," "Pronunciation for Speakers of Other Languages" and "Math Skills for the Workplace." Says Lewis, "We hope managers will use the catalog and direct employees who need skill enhancement into the appropriate course."

• LETTERS •

BEST COPY AVAILABLE

CASE MANAGEMENT AND TRACKING FORMS

****

C E N T E R F O R P R O F E S S I O N A L A D V A N C E M E N T

****

INDIVIDUAL ASSESSMENT

Greater Hartford Community College
61 Woodland Street
Hartford, CT 06105

****

GREATER HARTFORD COMMUNITY COLLEGE

C E N T E R F O R P R O F E S S I O N A L A D V A N C E M E N T

****

EDUCATIONAL PLAN

LEVEL OF EDUCATION:

_____ COMPLETED GRADE ___
_____ GRADUATED FROM HIGH SCHOOL
_____ GED
_____ TRAINING: _____
_____ HIGHER EDUCATION: _____
_____ OTHER

Educational Goal:

Short Term: _____ Long Term: _____

_____ _____

_____ _____

Plan of Action: _____ Plan of Action: _____

_____ _____

_____ _____

_____ _____

Personal Goal:

Short Term: _____ Long Term: _____

_____ _____

_____ _____

Support Services Needed:

Child Care: _____

Transportation: _____

Counseling: _____

Other: _____

EMPLOYABILITY PLAN

I. HARRINGTON O'SHEA TEST RESULTS

Areas of interest: a. _____

b. _____

c. _____

II. JOBS OF INTEREST (according to interest test):

a. _____

b. _____

c. _____

III. DESIRED POSITIONS (long-term and interim):

a. _____

b. _____

c. _____

IV. SHORT-TERM GOALS:

_____

_____

LONG-TERM GOALS:

_____

_____

V. PLAN OF ACTION:

_____

_____

_____

_____

PLAN OF ACTION:

_____

_____

_____

_____

VI. WORK EXPERIENCE:

VII. SKILLS:

CASE MANAGER FOLLOW-UP RECORD
(while in program)

Participant Name: _____ Tel. #: _____

Address: _____

Weekly Follow-Up:

Date of meeting: _____

Result: _____

_____

_____

Date of meeting: _____

Result: _____

_____

_____

Date of meeting: _____

Result: _____

_____

_____

Date of meeting: _____

Result: _____

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Date of meeting: _____

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Date of meeting: _____

Result: _____

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_____

Date of meeting: _____

Result: _____

_____

_____

Date of meeting: _____

Result: _____

_____

_____

CASE MANAGER REFERRAL FORM

COMPANIES:

[ ] AETNA

[ ] CIGNA

[ ] CBT

[ ] CNB

[ ] THE HARTFORD

[ ] ENSIGN & BICKFORD

[ ] PRATT & WHITNEY

[ ] TRAVELERS

[ ] OTHER: _____

TRAININGS:

[ ] NATIONAL PUERTO RICAN FORUM - _____

[ ] CAMINEMOS - _____

[ ] CAPITOL REGION EDUCATION CENTER (CREC) - _____

[ ] URBAN LEAGUE - _____

[ ] PROJECT PARTNERSHIP

[ ] ADVANCED ENGLISH AS A SECOND LANGUAGE

[ ] BUSINESS AND INDUSTRY SERVICES NETWORK

[ ] HIGHER EDUCATION - _____

[ ] CHURCH ACADEMY

[ ] ERDA

[ ] OTHER: _____

INTERVIEW SCHEDULE:

Date: _____ Time: _____

Company: _____

Contact person: _____

Telephone #: _____

Position: _____

Date: _____ Time: _____

Company: _____

Contact person: _____

Telephone #: _____

Position: _____

Date: _____ Time: _____

Company: _____

Contact person: _____

Telephone #: _____

Position: _____

Date: _____ Time: _____

Company: _____

Contact person: _____

Telephone #: _____

Position: _____

CASE MANAGER FOLLOW-UP RECORD
(after program completion)

Participant name: _____ Tel. #: _____

Address: _____

Social Sec. #: _____

10-Day Follow Up:

Time called: 1. _____ 2. _____ 3. _____

Results: _____

_____

_____

20-Day Follow Up:

Time called: 1. _____ 2. _____ 3. _____

Results: _____

_____

_____

30-Day Follow Up:

Time called: 1. _____ 2. _____ 3. _____

Results: _____

_____

_____

45-Day Follow Up:

Time called: 1. _____ 2. _____ 3. _____

Results: _____

_____

_____

60-Day Follow Up:

Time called: 1. _____ 2. _____ 3. _____

Results: _____

_____

_____

COMMENTS

BIOGRAPHICAL DATA SHEET

Social Security No. ____ ____ ____

NAME _____
Last First Maiden/Middle

ADDRESS _____ Home phone _____

_____ Work phone _____
City State Zip

Have you previously attended Greater Hartford Community College? _____

Birth date ____/____/____ Sex: Male _____ Female _____

Have you lived in Connecticut six full months or more? Yes____ No____

FOREIGN STUDENTS and
OUT-OF-STATE STUDENTS . . . What is your permanent home address?

Program No. _____

_____

_____

_____

_____

Race/ethnic (Circle one)

1 White 2 Black 8 Puerto Rican 3 Other Hispanic 4 Asian 5 American Indian 1/2 I choose not to respond

Citizenship (Circle one)

1 U.S. 2 Naturalized Citizen 3 Applied for Citizenship 4 Student Visa 5 Non-Student Visa 6 Permanent Resident 7 I choose not to respond

Veteran? Yes____ No ____ Will you be using VA and/or State benefits? Yes____ No ____

Graduate from High School? _____ Year _____ OR Earned a GED Certificate _____ Year _____ OR NEITHER _____

Name of Connecticut high school attended _____

Town _____

OR

Name of state or country where you attended high school _____

What was your legal residence when you first registered at Greater Hartford Community College? _____

_____

What is the highest degree you have earned (Associate's Degree, Bachelor's Degree, Master's Degree, etc., or none) _____

What school gave the degree? _____

State or country of school _____

What is your present study program at GHCC? _____

List any disability you might have that affects your mobility or college work: _____

_____

Do you plan to attend a 4-year college after finishing at GHCC? Yes ____ No____

If yes, what program or field of study? _____

In case of emergency, please call _____

_____

Telephone number _____

SOCIAL ECONOMIC INFORMATION (Check all categories that apply):

EMPLOYED _____
UNEMPLOYED (AVAILABLE FOR WORK) _____
UNEMPLOYED (NOT AVAILABLE) _____
RECEIVING PUBLIC ASSISTANCE (CITY, AFDC, ETC.) _____
JOB CONNECTION WORKER _____
JTPA CERTIFIED _____
DISLOCATED WORKER _____ DISABLED _____
DISPLACED HOMEMAKER _____ HOMELESS _____
RETIRED (RETURNING TO WORK) _____ EX-OFFENDER _____

REFERRED BY _____
JOB CONNECTION WORKER _____

EDUCATION:

LAST GRADE COMPLETED: _____
POST-SECONDARY EDUCATION: _____
OTHER TRAINING PROGRAMS: _____

_____

LANGUAGE(S):

SPOKEN _____ READ _____ WRITTEN _____

How many years have you been in US? _____ age _____

Single head of household _____

WORK EXPERIENCE:

Are you presently working? Yes _____ No _____

If yes, where? _____

Job position: _____

Years with the company:_____

Salary/Wage: _____

Supervisor's Name: _____Phone #: _____

Work hours: _____

If no, have you ever worked?Yes ____ No ____

Where? _____

Job position and dates: _____

WILL YOU GET RELEASE TIME FROM YOUR EMPLOYER? Yes _____ No_____

How many hours per week? _____

IF YOU WERE SELECTED TO PARTICIPATE IN THE PROGRAM, WOULD YOU NEED:

TRANSPORTATION?_____
DAY CARE SERVICES? _____

Employability Competency System (ECS)

Student Answer Sheet

Name ___ _____

1.	(A)	(B)	(C)	(D)	16.	(A)	(B)	(C)	(D)
2.	(A)	(B)	(C)	(D)	17.	(A)	(B)	(C)	(D)
3.	(A)	(B)	(C)	(D)	18.	(A)	(B)	(C)	(D)
4.	(A)	(B)	(C)	(D)	19.	(A)	(B)	(C)	(D)
5.	(A)	(B)	(C)	(D)	20.	(A)	(B)	(C)	(D)
6.	(A)	(B)	(C)	(D)	21.	(A)	(B)	(C)	(D)
7.	(A)	(B)	(C)	(D)	22.	(A)	(B)	(C)	(D)
8.	(A)	(B)	(C)	(D)	23.	(A)	(B)	(C)	(D)
9.	(A)	(B)	(C)	(D)	24.	(A)	(B)	(C)	(D)
10.	(A)	(B)	(C)	(D)	25.	(A)	(B)	(C)	(D)
11.	(A)	(B)	(C)	(D)	26.	(A)	(B)	(C)	(D)
12.	(A)	(B)	(C)	(D)	27.	(A)	(B)	(C)	(D)
13.	(A)	(B)	(C)	(D)	28.	(A)	(B)	(C)	(D)
14.	(A)	(B)	(C)	(D)	29.	(A)	(B)	(C)	(D)
15.	(A)	(B)	(C)	(D)	30.	(A)	(B)	(C)	(D)
31.	(A)	(B)	(C)	(D)					
32.	(A)	(B)	(C)	(D)					
33.	(A)	(B)	(C)	(D)					
34.	(A)	(B)	(C)	(D)					
35.	(A)	(B)	(C)	(D)					
36.	(A)	(B)	(C)	(D)					
37.	(A)	(B)	(C)	(D)					
38.	(A)	(B)	(C)	(D)					
39.	(A)	(B)	(C)	(D)					
40.	(A)	(B)	(C)	(D)					

TEST FORM _____

RAW SCORE _____

SCALE SCORE _____

DATE _____

INSTRUCTOR _____

WRITING SAMPLE

Please answer the following questions in a well organized essay of 150 words.

Why do you want to return to school?

What are some of your specific goals in continuing with your education?

Office Use Only

Applicant's Name _____

RECOMMENDATION AFTER TESTING:
(circle one and make comments)

A W L R

Comments:

RECOMMENDATION AFTER INTERVIEW:
(circle all that apply)

A W L R

Program:	ESL	ABE I	ABE II	EVENING
Subjects:	ESL	MATH	ENGLISH	JOB SKILLS

Comments:

FINAL DECISION Date: _____

Enrolled Not Enrolled

Program:	ESL	ABE I	ABE II	EVENING
Subjects:	ESL	MATH	ENGLISH	JOB SKILLS

Follow-Up Interviews with CPA Graduates:
Unemployed at time of Training

Date___/___/___ Called by_____

Name of Participant_____ Phone #_____

Please circle the appropriate answer.

Classes Taken: ESL English Math Job Skills

Current Status: Employed by GHAL member Employed by other company

Unemployed In training program/school Other

*Comments:*_____

If employed, how long has graduate held her/his current position?_____

Job Title: _____

Responsibilities:_____

Company: _____

If unemployed, what is the graduate doing? Enrolled in GED class
Enrolled in skills training
Enrolled in post-secondary education class

*Comments:*_____

Level of Satisfaction of current status: Satisfied with position Not satisfied with position

If not satisfied, what could improve their position? _____

How did CPA contribute to the graduate's success/current position?_____

_____

_____

Is the graduate in need of additional support services? If so, what support is needed? _____

_____

_____

While participating in CPA did the participant:

Use the Learning Lab (ESL Lab)?	Yes	No
Use the Career Placement Office?	Yes	No
Interview with GHAL companies?	Yes	No
Meet with a case manager?	Yes	No
Meet with Project FIND?	Yes	No
Receive tutoring?	Yes	No
Participate in the on-the-job training?	Yes	Not

Retention Data

Name: _____ General Information

Address: _____ _____

_____ _____

Phone: _____ _____

A. Reasons for not attending?

1. lack of interest
2. transportation
3. new training
4. childcare
5. scheduling
6. found job
7. health problems
8. family problems
9. other_____

B. Planning to return? Yes _____ No _____

Date Last Attended	Date Attended	By Phone/ Letter	Remarks

Program Data Sheet

Name: _____ Date Entered: _____

Address: _____ Attended ____ Hours

_____ Graduated _____

Tel. _____ Completed Program _____

- -

Student Achievements:

_____ 1. Improved Math

_____ 2. Improved Writing

_____ 3. Improved Verbal Skills

_____ 4. Received instruction/information on:

a)

b)

c)

d)

_____ 5.

- -

Follow-Up Achievements

_____ 1. Received GED

_____ 2. Participated in Job Club

_____ 3. Participated in Support Program

_____ 4. Obtained a Job

_____ 5. Entered Training

_____ 6. Entered College

_____ 7. Removed from Public Assistance

_____ 8. Other

SAMPLE SUMMARY OF BENEFITS TO CORPORATIONS

GREATER HARTFORD COMMUNITY COLLEGE
61 Woodland Street • Hartford, Connecticut 06105-2354 • Telephone: (203) 520-7800

Greater Hartford Alliance for Literacy

Summary of Benefits to AEtna Life and Casualty

June 1, 1990 - March 31, 1992

An investment of $15,000 to the Greater Hartford Alliance for Literacy Workplace Literacy Program purchased the following services:

*$15,000 worth of classroom instructional and tutorial services on site for forty-seven (47) AEtna employees

*twenty-three (23) AEtna employees trained in basic skills at Greater Hartford Community College at no additional cost

*ten (10) AEtna employees trained in office procedures and technology at Greater Hartford Community College

*two (2) employees hired by The AEtna

TOTAL CASH VALUE = $108,186

A Member of Connecticut's State System of Regional Community Colleges
Accredited by the New England Association of Schools and Colleges, Inc./An Affirmative Action, Equal Opportunity Employer

Greater Hartford Alliance for Literacy

Benefits to AEtna Life and Casualty

June 1, 1990 - March 31, 1992

An investment of $15,000 leveraged the following services for The AEtna:

*$15,000 worth of classroom training was provided to forty-seven (47) employees on site at The AEtna in English as a second language and basic reading skills.

*On-site training included individualized employee assessments, corporate training needs assessments and customized curriculum design. Participating companies were offered assistance with supervisor feedback sessions, consultation services from the College's English as a Second Language Coordinator, supervisory training sessions on how to provide feedback and coach individuals in workplace education programs, organizational development services, and resource and referral services.

*a total of 3,680 hours of classroom training for twenty-three (23) AEtna employees valued at $79,856 was provided at Greater Hartford Community College's Center for Professional Advancement in business English, mathematics, problem solving, teamwork, communication skills, pronunciation, English as a second language and workplace interaction skills. Employees were able to take advantage of the College's Language Laboratory and Math Development Center to reinforce skills introduced in the classroom.

*a total of 2,000 hours of classroom training for ten (10) AEtna employees valued at $13,330 was provided at Greater Hartford Community College in basic office skills including keyboarding, word processing, business communications, business mathematics and office procedures.

*intensive academic and personal counseling and social service advocacy were delivered to twenty-three (23) employees through Child and Family Services, Inc. and Greater Hartford Community College staff.

*two (2) new employees were hired by The AEtna from the trained pool of unemployed program graduates.

*The AEtna was able to access basic skills training curricula contributed by the partner corporations, developed by project staff, and purchased with federal grant money.

*The AEtna's active participation in a national workplace literacy initiative was broadly publicized: articles about the program appeared in The Hartford Courant, The New York Times, and The Business Council for Effective Literacy Newsletter.

*AEtna staff made presentations on behalf of the Alliance at regional and national conferences.

*AEtna staff benefitted from an exchange of resources (i.e. basic skills evaluation systems and tools, basic skills curricula, employee recruitment flyers) both formally at Board of Directors meetings and informally, with training managers from the partner corporations as well as nationally recognized literacy experts.

Benefits to Greater Hartford Community College

An investment of $15,000 per company enabled Greater Hartford Community College to achieve the following:

*leverage $380,000 in federal grant dollars, $142,000 in State Adult Education dollars, and $105,000 in corporate contributions for a total of $627,000. As a result, the College was able to establish The Center for Professional Advancement, where 364 unemployed men and women and sixty-eight (68) current entry-level employees from the partner corporations have received basic skills training to date. The Center for Professional Advancement has become a focus for regional workplace literacy efforts, and a model for educational collaboration nationwide.

*expand its customized on-site instructional services provided by the Center for Business Services to train 423 employees through the grant.

*purchase a workplace-relevant basic skills software package and hardware system.

*develop a work-related basic skills curriculum that incorporates methodologies, lesson plans, materials and best practices of the eight member corporations.

*collaborate with Literacy Volunteers and The Hartford Graduate Center to provide tutorial services.

*receive two $20,000 contracts from the Connecticut Department of Labor to develop and provide on-the-job training in basic office skills for thirty (30) program participants.

*house two full-time Child & Family Services social workers funded by the Connecticut Department of Labor and the United Way of the Capital Area to provide high quality therapeutic counseling and advocacy services to participants at the Center for Professional Advancement.

*contract with Andersen Consulting for overall project evaluation services and assistance in developing evaluation tools and systems.

*equip the Center for Professional Advancement with corporate-quality classroom furniture.

*offer work-study placements for seven (7) students enrolled at the College.

*enroll forty (40) Center for Professional Advancement graduates in the College, who without a high support developmental feeder program, would not have been able to access higher education.

*provide inkind staff and technical assistance to the College's VIDA Program that serves Hispanic recipients of state assistance, and the Language Laboratory.

Benefits to the Greater Hartford Community

A contribution of $15,000 per company to the Greater Hartford Alliance for Literacy has resulted in the following benefits to the Greater Hartford community:

*high quality literacy training, designed by the corporate community to meet their employment needs, for 364 unemployed community men and women, 100 of whom were receiving state and city assistance, and 266 of whom were limited English speaking. Of the 364 enrolled, 222 advanced one grade level or more in reading and/or mathematics, and twelve (12) received their GED (high school equivalency) certification.

*on-going job counseling, job readiness training and job placement services for participants at the Center for Professional Advancement. Ninety-seven (97) previously unemployed men and women were placed in jobs, twelve (12) of which were within the partner corporations. Another eighteen (18) graduates were placed in internships in non-profit agencies.

*referrals to appropriate higher education and skills training opportunities for 179 unemployed individuals of whom fifty-two (52) entered college, and 127 entered job skills training or other more advanced educational programs. In addition, all participants who wished to enroll in further education or training received assistance with applications, entrance tests and financial aid paperwork.

*eleven (11) recipients of state assistance participated in a support group that focussed on parenting self-advocacy and job search skills.

*free one-on-one tutorial services for twenty-two (22) individuals.

*active involvement on the part of corporate members in shaping public policy regarding adult education and job skills training.

*work-study placements for seven (7) students enrolled at Greater Hartford Community College.

*credit-bearing research projects for twenty-one (21) business administration students at the Hartford Graduate Center, and exposure to the concepts of workplace literacy for their classmates.

*training in issues of collaborative workplace literacy for regional college staff and literacy providers through in-service workshops and conferences.